

Te Pūkenga

ACADEMIC REGULATIONS

DRAFT – June 2021

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1. INTRODUCTION

1.1. Purpose of the Regulations

Te Pūkenga Academic Regulations (the Regulations) have been developed to ensure the integrity and quality of teaching, learning and assessment throughout Te Pūkenga and thereby the integrity and quality of the qualifications and educational outcomes which learners achieve.

As fit for purpose regulations they encourage excellence, ensuring the principles of Te Tiriti o Waitangi are reflected in educational practice. They address equity of opportunity, experience, and outcomes for learners, ensuring they are treated fairly and consistently regardless of where they do their learning.

As fit for the future regulations they address national standards whilst empowering regional needs to be met, engendering the confidence of Te Tiriti partners, community, industry, professions, employers and learners in the qualifications and educational outcomes achieved through Te Pūkenga. The Regulations encourage flexibility and responsiveness to the emerging education needs of Te Tiriti partners, community, and industry.

1.2. Scope of the Regulations

The Regulations apply to all teaching, research, learning, and support activities delivered by and on behalf of Te Pūkenga and applies to all learners, staff, and contractors of the institute.

Note: Not all sections of the Regulations are applicable to every learner. Regulations relating to courses delivered online or on campus do not apply to workplace learning which is subject to a training agreement.

For the purposes of the Regulations, the term 'programme' includes all Te Pūkenga education offerings including programmes leading to qualifications, training schemes, micro-credentials, workplace learning, and short courses.

The Regulations are consistent with relevant New Zealand legislation. In the event of any inconsistency between the Regulations and New Zealand legislation, the relevant legislative provisions prevail.

In addition to the Regulations, Te Pūkenga has also established:

- Specific Programme Regulations which prescribe requirements for entry into and completion of a programme and courses making up the programme; and
- Policies, procedures, and processes to give effect to the Regulations.

In the event of any inconsistency between the Regulations and specific Programme Regulations or policies, procedures or processes, the Regulations prevail unless the inconsistency arises from the requirements of an external regulatory or standard setting body.

1.3. Changes to the Regulations

The Regulations are determined and approved by Te Pūkenga Council (or its delegate) and are reviewed annually.

The latest approved electronic version of the Regulations will be the authoritative version and will be available on Te Pūkenga's website.

The Regulations are effective from **DATE**

1.4. Te Mana Ōrite: Tangata Tiriti and Tangata Whenua

Introduction

Māori are a diverse population, encompassing different tribal groups across Aotearoa New Zealand. As the Indigenous people of the land, they are recognised as Tangata Whenua and have a Te Tiriti o Waitangi agreement with the Crown, which represents all non-Māori including New Zealand citizens, residents, and international visitors. There are two partners involved in the Tiriti o Waitangi partnership: Tangata Whenua (Māori) and Tangata Tiriti (Non-Māori). Under Te Tiriti o Waitangi, Māori rights are protected, along with Māori ways of being, doing and knowing.

To demonstrate its commitment to Te Tiriti o Waitangi, Te Pūkenga is focused on ensuring our people, products and services work well and respond with excellence to the needs of Māori learners and their whānau; and to the aspirations of iwi and Māori communities throughout Aotearoa. Māori partners have the right to be heard and their perspectives considered. Similarly, Te Pūkenga are committed to ensuring all stakeholders¹ have the opportunity to engage in Māori culture, worldview, perspectives and practices throughout their journey, engagement and partnership with us. This commitment is driven from Te Pūkenga legislative mandate, our charter, and from the will of Te Pūkenga governing Council.

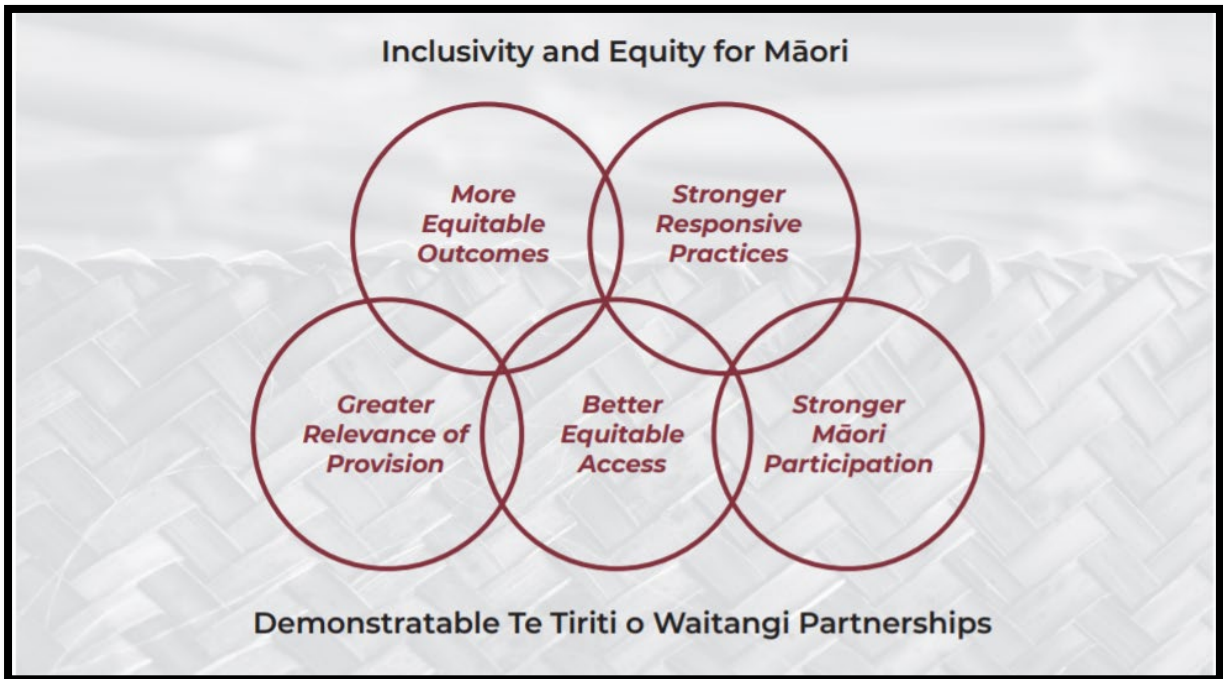
Te Pūkenga recognises that it is not Māori learners or communities that need to change to fit with our organisation: rather it is our responsibility to ensure our services improve for the betterment of Māori. As an educational provider, Te Pūkenga is able to empower and support New Zealand's wider communities, industry and businesses to ensure better outcomes for Māori communities (whānau, hapū and iwi). Our Regulations provide us with an opportunity to give expression to our commitment to Te Tiriti partnerships, inclusivity, and equitable outcomes for Māori.

¹ 'Stakeholders' refers to Te Pūkenga learners and staff, communities, organisations, whānau, hapū and iwi, and industry

1.5. Te Pae Tawhiti – Te Tiriti Excellence Framework

Te Pae Tawhiti is a Te Tiriti Excellence framework aimed at ensuring Te Tiriti partnerships and equitable outcomes for Māori. Te Pae Tawhiti is being applied and monitored across Te Pūkenga network. It is important that the Academic Regulations meet the Regulating for Excellence principles and reflect the intention of Te Pae Tawhiti. It is expected that that the five goals and two objectives of Te Pae Tawhiti are explicitly inherent and integrated in the Regulations.

Diagram 1 – Te Pae Tawhiti – Te Tiriti Excellence Framework



Integration of mātauranga Māori

The Māori language, protocol and etiquette, Māori ways of being, doing and knowing are markers of Māori culture and knowledge systems. This is broadly referred to in the Regulations as mātauranga Māori.

Integration of mātauranga Māori enables and demands of Te Pūkenga Regulations the protection of mātauranga Māori, but also an assurance that what is delivered is of a high-quality and is relevant. It is equally important that the Regulations are responsive to the needs of our Māori stakeholders and that the regulations seek to enable access and stronger participation by Māori.

Inclusivity, Equity and Te Tiriti partnership

Te Pūkenga is a bicultural organisation which provides vocational education that meets the needs of its partner and stakeholders. The Regulations give effect to inclusivity, equity, and partnership for Māori by ensuring education that is free from racism, discrimination, and stigma. This is achieved by ensuring:

Better equitable access: The Regulations enable and support Māori learners to enter and engage effectively as Māori in their chosen programme of study. Particularly, areas of study where there is a need to increase the number of Māori being employed in various professions while also meeting employer demands and the learning needs of diverse whānau, hapū, iwi and Māori partners.

Greater relevance of provision: Māori ways of being, doing and knowing are normalised. Māori pedagogies are practised across all programmes of study. Mātauranga Māori (either general knowledge or discipline-specific) is appropriately embedded and applied in the Regulations and relevant policies, procedures, and processes. Programme development, design, delivery, and assessments meet the learning needs of Māori partners.

Stronger Māori participation: Māori learner participation in programmes of study are supported and enabled. Māori learners see themselves reflected in curriculum and environs. The provision of culturally appropriate and safe learning environments is prioritised, and life-long learning is encouraged.

Stronger responsive practices: Academic, professional and support staff understand and are responsive to the needs of Māori learners within formal and non-formal learning environments. Staff are competent, culturally responsive, and reflective. Programmes of study meet the learning needs of their Māori stakeholders and ensure all learners have the opportunity to engage in te ao Māori in a way that is authentic and meaningful.

More equitable outcomes: The academic operational model is designed to meet the needs of Māori partners in particular Māori learners. Māori achieve educational success as Māori within their programme of study when partnership, inclusivity and equity is realised for Māori learners.

Draft for Feedback

1.6. Learner Rights and Responsibilities

Te Pūkenga is committed to providing a world class learning environment that empowers learners to be active and effective agents of their own learning and which maximizes the potential for every learner to succeed.

This learning environment is highly motivating, enjoyable, culturally supportive, safe, and secure for all learners, enabling and respecting a strong learner voice, for learners collectively and individually.

Te Pūkenga learners have ready access to accurate and timely information and the best possible resources and culturally appropriate academic and pastoral support necessary for their success.

Rights

Learners can expect to:

- Be treated with dignity and respect by staff and other learners
- Learn in an environment that is free from bullying, harassment, stigma, racism, or discrimination, including work and online environments
- Have Māori culture, perspectives, worldviews and practices integrated, valued, and affirmed
- Have their uniqueness as individuals valued and affirmed
- Receive clear, accurate and up to date advice for all programmes
- Have prior learning acknowledged, including prior formal and experiential learning
- Be fully informed about what is expected of them as a learner and to have access to information, resources and culturally appropriate support needed to participate successfully in their programme
- Gain transferable skills and knowledge suitable to Aotearoa-New Zealand within a global context
- Have quality learning and teaching experiences from capable, culturally competent teachers who care and who communicate effectively with them
- Be supported in their learning by capable, culturally competent academic and support/service staff who care and who communicate effectively with them
- Receive fair, timely and constructive feedback and guidance on their performance in their programme
- Receive clear information on how and when assessments are conducted and to have their performance assessed fairly, validly, and reliably
- Have opportunities to provide feedback about their programme, teaching and support services without fear or anxiety about giving that feedback, with the expectation that their feedback is responded to
- Have meaningful opportunities to have a say about how Te Pūkenga operates in relation to their programmes of learning
- Have access to clear, fair, and appropriate procedures for dealing with issues and/or grievances which are within the control of Te Pūkenga to resolve.

Responsibilities

Te Pūkenga has a range of requirements and procedures to ensure that the rights of all are protected, and to ensure the health and safety of learners, staff, and third parties. In exercising their rights, learners are expected to take responsibility for their own behaviour and for their own learning including to:

- Treat others with dignity and respect, having awareness for their rights, well-being, diversity, and safety.
- Promote an environment that is safe and free from bullying, harassment, intimidation, and discrimination, including online environments
- Be self-motivated and self-directed, actively participating in their programme of learning to ensure satisfactory progress.
- Meet all assessment obligations including due dates for submission, ensuring work submitted for assessment is their own.

- Participate in providing constructive feedback on teaching, programmes, courses, and services.
- Be aware of Te Pūkenga regulations, policies, procedures, and processes and to abide by them
- Use the resources and facilities of Te Pūkenga appropriately and with regard to others
- Avoid language (verbal or written), body language, and imagery which is offensive
- Behave always within the law and refraining from carrying or being under the influence of drugs and/or alcohol

While these rights and responsibilities apply to 'all' learners, Te Pūkenga has further obligations to domestic learners under The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019, and to international learners under The Education (Pastoral Care of International Students) Code of Practice 2016 (including Amendments 2019). International learners also have additional responsibilities to maintain the conditions of their study visa.

Draft for Feedback

2. RECOGNISING LEARNING

General

Recognising learning is a process that allows credit to be granted towards a formal qualification where a learner has already acquired and can demonstrate current relevant skills and/or knowledge. Recognising learning includes:

- Credit recognition and transfer (CRT)
- Recognition of prior (experiential) learning (RPL)
- Appropriate credit is granted to learners for learning which is current and relevant to their programme, regardless of where and how that learning has occurred, e.g. through formal study, self-directed study, workplace learning, life experience, hobbies, marae based learning, within community wānanga or participation in rangahau projects.
- There are usually no limits on the number of credits that may be granted towards a programme from prior learning.
- Whole qualifications may be awarded based on prior learning.
- If there are restrictions on credit these must be based on specific, documented, and clear legal, academic or industry requirements, e.g. regulatory body requirements.
- Learners usually apply for CRT and/or RPL prior to their programme beginning but may do so at any stage of their study.
- Decisions about CRT and RPL are timely, transparent, robust, consistent, and defensible and for the maximum benefit of learners.
- Learners apply for recognition of learning following the Procedures

2.1. Assessment of Prior Learning

Assessment of prior learning (APL) gives learners the opportunity to provide valid, reliable, authentic, and verifiable evidence of current skills and knowledge they have already acquired, which is relevant to and at the level of the qualification they seek to achieve.

APL may be undertaken in Te Reo Māori.

Assessment of a Māori-centred portfolio of works and completed through the lens of mātauranga Māori will be undertaken by a Māori assessor.

The process for assessment is set out in the Procedures.

2.2. Awarding Credit

Credit arising from CRT and RPL is recorded on the learner's official academic transcript.

Credit is recorded based on Te Pūkenga grade table. Learning credited through CRT or RPL has the same value as formal learning and is treated the same as credit awarded as part of a provider's programme of learning.

For credit transfer the grade achieved by the learner from their previous study is recorded.

2.3. Appealing Decisions

Where credit is not awarded, either in total or in part, clear reasons for the decision are recorded. Learners have the right to appeal the decision following the Procedures for appeal.

2.4. Records

Records of all applications for CRT and RPL, the resulting assessment and any appeal decisions are kept along with other learner records, in accordance with the Procedures.

3. AWARDS

3.1. Formal Awards

The following qualifications may be awarded under seal by Te Pūkenga:

- Doctoral Degree
- Master's Degree
- Postgraduate Diploma
- Postgraduate Certificate
- Bachelor Honours Degree
- Graduate Diploma
- Graduate Certificate
- Bachelor's Degree
- Bachelor's Degree with Honours
- Conjoint or Double Bachelor's Degree
- Diploma (Levels 5 – 7)
- Certificate (Levels 1 – 6)

All qualifications must meet NZQA requirements.

3.2. Training Scheme Awards

- Micro-credentials
- Training Schemes

3.3. Informal Awards

The following informal awards may be issued by Te Pūkenga

- Certificate of Achievement
- Certificate of Attendance
- Certificate of Proficiency

3.4. Entitlement to Awards

- Learners are granted an award for a programme:
 - In which they are enrolled and/or for which the relevant fees have been paid.
 - When they have successfully completed the programme including through recognition of prior learning or credit recognition and transfer.
 - When they have met the requirements for that award as defined in the Programme Regulations in force at the time of enrolment.
 - When the mandatory requirements, if any, of a recognised external authority such as NZQA or a WDC have been met.
 - When the requirements, if any, of Te Pūkenga have been met.
 - Where completion of the programme leads to an award by another authority the regulations of that authority apply.
- Te Pūkenga may refuse to grant or may revoke any award if satisfied that a learner made a materially untrue or misleading statement related to gaining the award, or is guilty of a serious breach or dishonest practice in relation to the award, as provided in the Procedures

3.5. Parchments

Parchments are written in both English and Te Reo Māori.

The graduand's legally documented name, as recorded in Te Pūkenga official records, appears on their parchment. Variations of the name may be approved following the Procedures.

3.6. Granting of Awards for Deceased Learners

The following provisions apply where a learner qualifies for an award but dies before receiving it:

- Where the learner has applied to receive the award before their death, the award is granted posthumously. This happens unless the learner's personal representative or next-of-kin has, with the consent of Te Pūkenga Council, withdrawn the application; or
- In any other case, the learner's personal representative or next-of-kin may apply for the award which is then granted.

3.7. Granting of Honorary Awards

Honorary Awards may be granted by Te Pūkenga Council, in accordance with the Procedures, to:

- Terminally ill or deceased learners, or
- To recognise an outstanding contribution to Te Pūkenga

Draft for Feedback

4. PROGRAMMES OF LEARNING

4.1. Approval of Programmes

Programmes of learning are approved by the relevant WDC or NZQA as may be required and by Te Poari Akoranga, Te Pūkenga's Academic Board, under delegated authority from Te Pūkenga Council.

4.2. Programme Regulations

Programme Regulations are the legally binding obligations of staff and enrolled learners. They guide delivery of the programme and its courses including the relevant approaches to learning and teaching and assessment.

Programme Regulations cannot amend or over-ride these Regulations except where there are particular requirements from an external regulatory or standard setting body.

The requirements for Programme Regulations are set out in the Procedures

Draft for Feedback

5. ENROLMENT

5.1. Entry

To be considered for enrolment at Te Pūkenga, a prospective learner must be an eligible person as defined in section 255 of the Education and Training Act 2020.

For workplace learning, the prospective learner must be employed in the industry and a training agreement be in place between the prospective learner, employer, and Te Pūkenga.

Programme entry criteria are available to prospective learners in information published by Te Pūkenga, including the website for Te Pūkenga.

To be offered enrolment in any programme, a prospective learner must provide acceptable evidence of meeting the detailed requirements for entry to the programme as set out in the Programme Regulations.

These requirements give effect to the commitment of Te Pūkenga to achieving greater access for and stronger participation of Māori and Pacific learners.

Prospective learners who have attained the age of 20 years and who do not meet the entry requirements for a programme may be eligible to be enrolled in accordance with the Procedures.

Prospective learners who have not attained the age of 20 years and who do not meet the entry requirements for a programme may in exceptional circumstances be eligible to be enrolled where they can demonstrate capability for study at the required level. Refer to the Procedures.

Additional requirements for prospective international learners

In addition to meeting the programme entry requirements, prospective international learners must:

- Have evidence of receipt of an appropriate visa and must meet the terms of that visa
- Be over 18 years of age (applicants between the ages of 14 and 18 years are only accepted after an assessment of the learner's support systems has been made – refer to The Education (Pastoral Care of International Students) Code of Practice 2016
- For workplace learning, be employed in the industry, be a signatory to a training agreement, also signed by the employer, and hold the appropriate visa with sufficient duration to complete the learning.
- Meet the English language requirements of the programme in which they enrol, including any proficiency requirements for English capability.
- The minimum English language entry requirements are set by NZQA. Exemptions from proof of English language proficiency criteria comply with NZQA rules.

The entry requirements for a specific programme are set out in the Programme Regulations. A prospective learner who meets the entry standard can reasonably expect to achieve the standard required for the qualification.

Prospective learners may be admitted to any appropriate point of a programme with Credit Recognition and Transfer or Recognition of Prior Learning.

5.2. Enrolment

Enrolments may be accepted for a programme only after it has obtained full NZQA and Te Pūkenga academic approval and approval for allowances if learners are accessing these.

Prospective learners complete a Te Pūkenga application form correctly and truthfully, and provide the necessary documents to confirm identity, citizenship, and qualifications. Failure to do so may result in their application being declined or their enrolment cancelled.

Prospective learners are informed in writing prior to commencement whether their application for entry into a programme has been accepted or declined. If declined, they are offered an alternative programme if possible.

All prospective learners applying for enrolment meet the enrolment requirements in accordance with the Procedures.

5.3. Change of Name

Learners who have officially changed their name must provide Te Pūkenga with appropriate evidence to support the change including, but not limited to a Marriage Certificate, a Dissolution of Marriage Certificate, a Statutory Declaration issued by the Registrar of Births, Deaths, and Marriages, or a Birth Certificate.

5.4. Late Enrolment

Where there is a fixed start date for a course and unless otherwise stated in the Programme Regulations, prospective learners may be accepted for late enrolment, as provided for in the Procedures, noting that workplace learning does not usually have a fixed start date.

5.5. Limitations on Learner Numbers

Where prospective learners meet the requirements for entry into a programme they are entitled to be enrolled if places are available.

Te Pūkenga may at its discretion limit places on a programme, not including workplace learning, for reasons including but not limited to health and safety, and the availability of resources (staffing, facilities, equipment) and work experience places.

Where such a limitation is set, selection criteria approved in programme regulations are applied to determine who is offered a place. These selection criteria address the commitments of Te Pūkenga to equity and inclusiveness, and specifically to enhancing access for Māori and Pacific people and people with disability.

If no selection criteria are approved, then preference is given to prospective learners to give effect to Te Pūkenga's commitment to equity and inclusiveness, specifically to Māori and Pacific learners and learners with disability.

Refer to the Procedures for further details relating to limitations on learner numbers.

5.6. Refusal or Cancellation of Enrolment

Te Pūkenga may refuse or cancel the enrolment of learners who:

- Are not of good character
- Have a bad debt history with Te Pūkenga
- Have been guilty of serious misconduct/breach of discipline
- Are enrolled for full-time instruction in another institution or in secondary school, or
- Have made insufficient progress in their study after a reasonable trial

Where a learner is found to have falsified evidence or not disclosed required information relevant to meeting programme entry requirements, this is treated as serious misconduct and may result in the cancellation of a learner's enrolment.

Immigration New Zealand is immediately notified where enrolments of international learners are cancelled.

Refer to the Procedures for further details relating to refusal or cancellation of enrolment.

5.7. Cancellation of Programme or Course

Te Pūkenga may cancel a programme or a course prior to its commencement on a range of grounds including but not limited to lack of educational or financial viability or reasons beyond its control.

Wherever possible, learners affected by a programme or course cancellation are provided with alternative options, but if no alternative suits the learner any fees paid are refunded in full.

Te Pūkenga may cancel, postpone, or reschedule classes for reasons beyond its control. In this event, Te Pūkenga tries to provide an alternative that meets the learner's requirements or withdraws the learner's enrolment and refunds their fees in full.

Immigration New Zealand is notified where cancellations or postponements affect international learners.

Refer to the Procedures for further details relating to cancellation of a programme or course.

5.8. Changes to Enrolment

A learner may make changes to their enrolment before starting the programme/course or anytime in the first 10% or one month (whichever is the lesser) with no academic penalty, by notifying Te Pūkenga of their intention to change, and in accordance with the Procedures.

5.9. Withdrawal

Learners may withdraw from their course or programme in accordance with the Procedures.

Workplace learners may withdraw subject to the requirements of their Training Agreement.

Te Pūkenga may withdraw a learner who does not engage or ceases to engage with required learning activities, in accordance with the Procedures.

Learners may be withdrawn from a course by Te Pūkenga where this is required by external regulatory and/or funding bodies. In these cases, additional regulatory and funding body requirements may apply.

Withdrawal from a course or learning agreement does not in itself prevent re-enrolment or re-engagement in the future.

5.10. Fees

Te Pūkenga fees for domestic and international learners are published on Te Pūkenga website.

In signing the enrolment form, learners agree to pay all fees and other course related costs as they become due. The process for paying fees and the consequences of not paying fees are set out in the Procedures.

5.11. Refunds of Fees

There are a range of circumstances in which a learner may receive a refund of fees paid. These circumstances are set out in the Procedures.

Draft for Feedback

6. LEARNING AND TEACHING

6.1. Learner Participation and Progress

Learners participate in all learning activities, including face-to-face classes and online learning activities, where these are part of the programme. Programme regulations may specify minimum attendance or minimum progress requirements.

Learners are provided with timely and constructive feedback on their progress.

Te Pūkenga will provide appropriate support to learners who are not participating or making satisfactory progress, as set out in the Procedures.

Learners who do not actively participate in their programme of learning may be withdrawn from that programme. Where a learner is accessing Studylink supports, Studylink is advised of withdrawals, which may result in the learner not meeting Studylink's requirements for satisfactory progress for the purposes of receiving loans or allowances. Refer to Procedures for withdrawal.

Additionally, international learners must meet Immigration New Zealand attendance requirements to fulfil learner visa requirements. Refer to Procedures for international learner attendance.

6.2. Learner workloads

Learners have equitable, reasonable, and safe workloads:

- Equitable: all learners for a given learning situation (e.g. course) have comparable workloads and access to required resources and learner support services to enable success in learning.
- Reasonable: learners can manage the workload within the timeframe and deadlines set and maintain a balance between study and personal lives.
- Safe: all possible steps are taken to minimise physical or mental harm to learners.

Workload expectations relate to the credit value of the learning i.e. each credit requires 10 hours of learner activity, irrespective of the discipline, subject skill area or mode of delivery.

All learning and assessment activities are taken into account when setting workloads.

Information provided to learners includes the nature, amount and timing of learning and assessment activities.

Learners are supported to manage workloads effectively and flexibility is granted with regard to assessments if workloads become overwhelming.

6.3. Learner Support

Te Pūkenga recognises that all people learn differently and that some learners may require additional support to help them succeed. Te Pūkenga provides culturally appropriate, professional support services in a timely manner.

Te Pūkenga monitors learner progress and wellbeing and where appropriate offers additional support through learner services.

Learners receive regular and timely advice, guidance and support appropriate to their individual and cultural needs.

The full range of learner services are published on the website for Te Pūkenga.

Learners are encouraged to disclose their particular support needs before starting their programme.

Te Pūkenga monitors learner progress and where appropriate offers additional support through learner services.

Learners are referred to external support services if Te Pūkenga is unable to provide a particular service required for the learner's wellbeing and/or success.

Refer to Procedures for learner support.

6.4. Learner Research

Where learners undertake research as one of their learning activities, they obtain ethical approval if required.

Learners own the output and intellectual property arising from their research unless there is an agreement to the contrary.

Refer to Procedures for learner research, intellectual property rights and ethical approval.

6.5. Learner Feedback

Te Pūkenga is committed to continuous improvement and encourages learner comments and feedback which learners may initiate or provide by responding to formal surveys. Where formal feedback surveys are used, Te Pūkenga publishes and responds to the feedback provided.

Feedback is kept confidential and the learner's anonymity preserved unless the learner agrees otherwise.

Learners who wish to raise concerns or make complaints are encouraged to do so, following the Procedures for Concerns and Complaints.

6.6. Dealing with Harassment, Discrimination and Bullying

Learners do not harass, discriminate against or bully other learners, staff, or any member of the public while engaged in Te Pūkenga activity.

Harassment, discrimination, and bullying is dealt with in accordance with the Procedures.

6.7. Complaints and Appeals

Learner Concerns and Complaints (including Complaints relating to Academic Decisions)

Te Pūkenga takes concerns and complaints seriously and is committed to providing learners with access to fair, effective, and culturally appropriate procedures for raising and resolving issues.

The process for raising and resolving concerns and complaints, including complaints relating to academic decisions, are set out in the Procedures

Appeals

A learner may appeal a decision that affects their study if:

- a. They have followed all relevant procedures to resolve the issue, and
- b. Additional information has become available since the decision was made or
- c. There is evidence of procedural irregularities in the process followed

Refer to the detailed Procedures for lodging an appeal.

6.8. Learner Misconduct

Te Pūkenga addresses learner misconduct to ensure the highest academic standards and a safe and effective learning environment.

Learner misconduct involves any form of unacceptable or improper behaviour by learners, including misconduct during assessment (cheating).

Learners who assist or encourage another person to act in a manner that constitutes misconduct are dealt with as if they had committed misconduct themselves.

Learner misconduct and allegations of misconduct are dealt with in a culturally appropriate manner in accordance with the Procedures.

Te Pūkenga may refer learners who act in a manner that breaches any New Zealand legislation, rules, or regulations to commit an offence under the laws of New Zealand to the Police and/or other appropriate authorities.

6.9. Healthy and Safe Learning Environment

Te Pūkenga is committed to providing and maintaining a healthy and safe environment for all learners, staff, contractors, and other visitors, in compliance with the Health and Safety at Work Act 2015.

The creation and maintenance of a healthy and safe place for work and study is the shared responsibility of staff and learners.

Learners are expected to behave in a safety conscious manner for their own safety and the safety of others and:

- Actively participate in health and safety activities;
- Ask if they have questions about health and safety; and
- Report any health and safety issues and concerns.

Learners become familiar with and follow Te Pūkenga health and safety procedures and safe work practices, including:

- Complying with any safety instruction(s) given by Te Pūkenga staff members;
- Following agreed safe work practices such as wearing any personal protective equipment such as safety glasses, prescribed footwear and protective clothing in designated areas;
- Reporting to a staff member any incident that has led to an accident or a near miss; and
- Following Te Pūkenga evacuation procedures in the event of fire or other emergency (or any drills).

Learners do not smoke, including the use of e-cigarettes, vaping, and similar devices, on any Te Pūkenga campus or learning site.

Refer to Procedures for Health and Safety.

7. ASSESSMENT

General

These assessment regulations apply to assessments which count towards the learner's success, and where applicable, grades. These assessments are called summative assessments.

Programme regulations specify the number and types of assessment.

Learners are given assessment information prior to the commencement of their course or training programme, including but not limited to assessment requirements and conditions, timetables, criteria to pass, and reassessment and appeal provisions.

Only in exceptional circumstances may changes to assessment requirements be made after learning activities have commenced, with approval of the appropriate academic committee. In such cases all learners must be notified in writing.

Learners familiarise themselves with assessment rules and procedures applicable to their learning and meet all assessment requirements and conditions. Refer to Procedures.

Learners make themselves available and undertake assessments according to the assessment timetable and assessment conditions.

Learners are honest when undertaking assessments:

- Ensuring all assessment evidence which they present is their own work. When learners present work which is not their own this is plagiarism. Refer to the Academic Misconduct Procedures.
- Taking reasonable steps to protect their work from being copied by others
- Acknowledging contributions from other sources, using APA referencing as appropriate
- Submitting work undertaken with others only if permitted
- Not misrepresenting their identity
- Not submitting work previously submitted elsewhere, unless approved

7.1. Assessment in Te Reo Māori

Learners have the right to have their assessments conducted in Te Reo Māori, except where the task requires English or other language capability. Conditions and requirements may apply as per the Procedures

Determination of a learner's capability to undertake such assessment may be undertaken prior to the assessment task being provided, and where required, additional support is made available.

7.2. Assistance with assessment

Learners with particular needs, including cultural needs, may receive assistance in order to undertake an assessment.

Assistance may include but is not limited to the following:

- Additional examination/assessment time as necessary for a fair assessment to take place.
- The services of a reader and/or writer.
- The services of a New Zealand sign language interpreter.
- Use of special technology for learners who need assistive technology.
- Alternative dates and/or times for participating in assessment activity

Conditions for assistance may apply as per the Procedures

7.3. Extensions

Learners with good cause may request a change to an assessment date or time, as set out in the Procedures.

7.4. Availability of marked assessments

Learners are entitled to the return of written work (or a copy) submitted for assessment within ten (10) working days, as set out in the Procedures. Exceptions may apply for examinations held by regulatory authorities.

7.5. Recounts

Learners may request a recount of their marks, as set out in the Procedures. For examinations held by regulatory authorities, alternative recount procedures may apply.

7.6. Moderation of assessments

Assessments are moderated both internally and externally following the Procedures for Moderation. Learner assessment evidence may be copied or retained for this purpose.

7.7. Retention of Assessment Evidence

Copies of all marked examination scripts and assessments (including evidence from practical assessments) are retained by Te Pūkenga for at least 12 months after the completion of the course unless a longer retention period is required by an external authority. After this time, assessment evidence may be destroyed, and copies will no longer be available.

7.8. Notification of Results

Final results for an assessment, course and/or programme are approved in accordance with the Procedures

Final course grades awarded, if applicable, are based on the final mark and use Te Pūkenga grading system approved for the programme.

Final course results are provided to learners within ten (10) working days of the end date of the course.

Any results displayed publicly use unique identifiers such as learner ID numbers, not learner names.

7.9. Aegrotat Passes for Courses

Where learner performance in an assessment is negatively affected by a circumstance or situation which the learner could not have reasonably prevented, an aegrotat pass for the course may be considered subject to the Procedures and any limitations specified within the Programme Regulations.

Learners are eligible for consideration for an aegrotat pass if:

- Due to illness, injury, bereavement, or other exceptional circumstances beyond their control, they are:
 - Unable to present work for an assessment at the time that it is due and where an extension of time is not available; or
 - Unable to attend a test or examination; or
 - Prevented from preparing for an assessment; or
 - Seriously impaired in their performance in a test or examination; and
- An alternative assessment is not available, or able to be arranged

Refer to Procedures

7.10. Resubmission of Individual Assessments

Opportunities for further assessment or resubmission of assessments in the event of a not achieved may be available if provided for in the Programme Regulations or unit standard assessment conditions.

Refer to the Procedures.

7.11. Reassessment of Courses

A learner who has not achieved in a course with a mark of 45% or more is provided with one opportunity to undertake a reassessment of the course in accordance with the Procedures.

7.12. Reconsideration of Assessment Decisions

A learner who has reason to believe that the grade or mark for a particular assessment is incorrect may apply to have the grade or mark reconsidered, in accordance with the Procedures

Reconsideration may lead to no change or a raising or lowering of the grade.

7.13. Appeals Against an Assessment Decision

A learner may appeal an assessment decision in accordance with the Procedures for appeals.

7.14. Academic Misconduct

Academic misconduct includes any breach of any rules relating to the conduct of an assessment and any dishonest practice occurring in the preparation or submission of any work which counts towards achievement and/or a grade.

Where a complaint of academic misconduct is received or identified, the complaint is investigated following the Procedures relating to Learner Misconduct

Te Pūkenga monitors learner assessments to detect academic dishonesty, including using plagiarism-detection software (e.g. Turnitin, Urkund). Work may be retained on a plagiarism-detection database for on-going comparison with other work submitted.

By enrolling in a course at Te Pūkenga, learners agree to their work being submitted to plagiarism-detection software for checking.

If a learner is found to be guilty of academic misconduct one or a combination of penalties may be applied in accordance with the Procedures

7.15. Assessment and Results

Assessment may be competency based (graded or ungraded) or achievement based, as prescribed in the Programme Regulations or the Training Agreement.

The results and grading system used will be one of the models stated below. These tables may not be modified by Programme Regulations.

Any exceptions to these grading systems, such as those that may be required by external awarding bodies, must be approved by Te Poari Akoranga, Te Pūkenga's Academic Board, and specified in the Programme Regulations.

Any changes to grading systems apply for the following year. A change cannot be made part way through any year or part way through delivery of a programme in any year.

7.16. Competency Based Assessment

For competency-based assessment, results may be awarded as follows, noting that programme documents or the training agreement may provide for ungraded competency only i.e. A or NA

RESULT	DESCRIPTION
AD	Achieved with Distinction The learner has successfully demonstrated competency with excellent performance overall
AM	Achieved with Merit The learner has successfully demonstrated competency with very good performance
A	Achieved The learner has demonstrated competency
NA	Not achieved The learner has not yet demonstrated competency
CC	Credit awarded by Cross Credit
WD	Withdrawn

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7.17. Achievement Based Assessment

For assessments in which grades are allocated according to the level of achievement, all assessments are graded and the results awarded as follows:

RESULT	DESCRIPTION
A (80- 100)	Achieved with Distinction
B (65 – 79)	Achieved with Merit
C (50 – 64)	Achieved
D (40 – 49)	Not Achieved
E (Below 40)	Not Achieved
Cross Credit (CC)	Course credit awarded by cross credit
Did not Complete (DNC)	Learner did not complete the course requirements
Withdrawn (WD)	Formal withdrawal within the no academic penalty period
Aegrotat (AEG)	Achievement awarded following consideration of impaired performance / aegrotat application. If a grade is able to be determined AEG (Grade) is recorded.
Restricted Pass (RP)*	Where a course was narrowly not achieved (45-49%) and is compensated by overall good performance in the relevant subject. RP cannot be used to meet pre-requisite requirements
Conceded Pass (Con)*	Where there is considerable evidence that marginal non-achievement (45-49%) in one course is compensated by good overall performance. Only one conceded pass may be granted to a learner towards a particular qualification
Conditional Pass (CP)*	Where a course was narrowly not achieved (45-49%) and an agreed portion of work or assessment is to be completed
Advanced Standing (AS)	Where the learner is granted a block of credit following assessment of prior learning

8. GRADUATION

Learners are eligible to graduate on completion of the requirements of their programme. Graduation applies to formal awards only. Learners who complete the requirements for an informal award are acknowledged in accordance with the Procedures.

Graduation may be in person or in the learner's absence (in absentia). When a learner graduates in absentia, their qualification is conferred at a meeting of Te Pūkenga Council.

To graduate in person, learners must apply to attend one of Te Pūkenga graduation ceremonies. Refer to Graduation Procedures

8.1. 12.1 Graduation Ceremonies

Graduation ceremonies take place as per the Procedures

8.2. 12.2 Academic Dress

Graduands of Te Pūkenga appear for graduation ceremonies in the academic dress for their award, in accordance with the Procedures.

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