



EIT 2024

ACADEMIC REGULATORY  
FRAMEWORK for  
QUALITY ASSURANCE

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Interim Delegations valid from 18th March 2024

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# Interim Delegations valid from 18th March 2024

Valid from 18th March 2024, while EIT/Te Pūkenga is transitioning to the new entity, the following interim Delegations are in place:

Where it reads:	Delegation is to:
Business Division Lead	Executive Director, Region 2

## Introduction

This Academic Regulatory Framework for Quality Assurance (ARF) sets out the rules, principles, policies, procedures and systems by which EIT ensures compliance with regulations for academic matters and describes expectations for staff and student conduct. Related operational procedures and guidelines are available through the Quality Management System (QMS).

The EIT Academic Statute was first enacted on 1 February 1999 and was incorporated into the EIT Academic Regulatory Framework in 2019 and with Te Kawa Maioorooro the national Educational Regulatory Framework of Te Pūkenga (TKM) from 1 January 2023. <sup>1</sup>

## Structure

The Academic Regulatory Framework is divided into six parts:

- **Part 1** establishes the **Academic and Administrative Structures** of EIT.
- **Part 2** sets out the specification for the EIT **Quality Management System**.
- **Part 3** contains **Academic Regulations** covering admissions through to graduation.
- **Part 4** sets out **EIT Student Responsibilities** covering expected student behaviours and discipline procedures.
- **Part 5** covers **EIT Responsibilities to Students**.
- **Part 6** sets out the **Terms and Definitions** used within the Institute.

Any reference to any gender includes all genders and a reference to the singular includes the plural and vice versa.

Any reference to specific Institute units and/or roles is superseded by organisational changes that result in changed structures/titles where the functions remain.

Unless the context requires otherwise, references to sections are references to sections within this document.

Except where defined in the Academic Regulatory Framework or where inconsistent with the context, words used will bear the meaning set out in section 10 of the Education and Training Act 2020 and the Te Pūkenga educational regulatory framework.

## Purpose and Scope

- The Academic Regulatory Framework will be read in conjunction with [Te Kawa Maioorooro](#), the national Educational Regulatory Framework of Te Pūkenga (TKM) V24.03 from 22 Nov 2023. <sup>1</sup>

<sup>1</sup> Te Pūkenga Grandparenting Policy means that the regulations, policies and procedures of EIT continue to apply unless there is a national regulation or policy in place.

- Waivers or variations to provisions of Te Kawa Maiooro, and any inconsistencies with EIT's regulatory or policy frameworks, are decided by the Executive Director Student and Academic Services in consultation with Te Pūkenga Ako Excellence Director, taking into account the best interests of ākonga. Any provisions that are mandated by an external regulatory body, New Zealand legislation, or the New Zealand Qualifications Authority (NZQA) cannot be waived.
- Except where noted, the Academic Regulatory Framework applies to all programmes and courses within EIT and prescribes the conditions under which awards are granted.
- The scope of the Academic Regulatory Framework extends to all EIT teaching, research, learning and support activities delivered by, and on behalf of, EIT. The Academic Regulatory Framework applies to all students, staff and contractors of the Institute, and associated operations and processes required to maintain the quality of EIT's business.
- The Academic Regulatory Framework is consistent with relevant legislation and regulations including but not limited to the Education and Training Act 2020; the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code); New Zealand Qualifications Authority (NZQA) Requirements for Approval and Accreditation of Programmes and Qualifications; and EIT internal publications such as the Student Handbook.
- The Academic Regulatory Framework should be read in conjunction with the policies, procedures and guidelines on EIT's QMS. Should there be a conflict between the Academic Regulatory Framework and any other policy, procedure or guideline, the Academic Regulatory Framework will prevail unless it is stated otherwise.
- Programme Regulations or regulations set by a professional body with oversight of a Programme will have authority over regulations set out in the Academic Regulatory Framework, unless the Academic Committee determines otherwise.
- Programme specific regulations not covered in the Academic Regulatory Framework must be approved by the Academic Committee.
- Any amendments to the Academic Regulatory Framework must be approved by the Academic Committee and the Executive Team.
- Any amendments to the Academic Regulatory Framework must either be incorporated into the relevant published information on programmes and courses, or be notified in writing to all students affected by the variation.
- The Academic Regulatory Framework will be reviewed regularly.
- The latest approved electronic version of the Academic Regulatory Framework will be the authoritative version and will be available on the EIT website and intranet.

# Part 1 Academic and Administrative Structures

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## Section 1 Academic Committee

### 1.1.1 The Academic Committee is responsible for:

- Ensuring appropriate systems are established, implemented and monitored to manage the programme portfolio, the integrity of awards and qualifications and the academic quality processes at EIT.
- Ensuring institutional academic oversight to connect operational activity (AC, Schools, Faculties), strategic directives (including the Executive and Teaching and Learning Steering Group) and quality assurance processes, and academic decision-making (Academic Committee, AAC, PCC).
- Monitoring performance and consistency, and evaluate and guide the PCCs.
- Providing oversight of programmes of study and qualifications to ensure these remain relevant and up to date and meet internal and external quality assurance requirements.

### 1.1.2 Unless stated otherwise, the following apply to all meetings of the Academic Committee and committees or subcommittees established by the Academic Committee or under the Academic Regulatory Framework:

- A quorum will consist of a simple majority of the number of voting members.
- If no person is authorised by the Academic Regulatory Framework to chair the meeting, or if the authorised Chair is absent, those present will elect a member to take the chair.
- All resolutions will be proposed by one member and seconded by another, and any such resolution will be passed or rejected according to the voting of the members present.
- The person in the chair at the meeting will have a deliberative vote, and in the case of an equality of votes, will also have a casting vote.
- The proceedings and resolutions of every meeting will be formally recorded and retained.
- It is the sole responsibility of the person in the chair of a meeting to communicate the decisions reached, and other members should not discuss these outside of the meeting unless specifically authorised to do so.
- A member who is unable to attend a meeting of the Academic Committee or one of its subcommittees may nominate an alternate member to participate on their behalf. Nominations must be approved by the Chair of the Academic Committee prior to the meeting. Such an alternate member will have no voting rights.
- Attendance of an alternate member must be communicated to the Secretary of the Academic Committee before the meeting.
- Subject to the clauses in this section, the Academic Committee and committees or subcommittees established by the Academic Committee or under the Academic Regulatory Framework will regulate their own procedures drawing on the principles of natural justice.
- Any individual with a conflict of interest with respect to any matter under consideration will declare this conflict and abstain from decision-making.



- 1.1.3 The Academic Committee is responsible to the Te Pūkenga Academic Board Poari Akoranga for:
- Advising on academic policies, directions and developments at EIT.
  - Advising on matters relating to programmes of study, awards and other academic matters.
  - Advising with respect to the approval of new courses and programmes and the review and disestablishment of existing programmes.
  - Approving specific programme regulations and monitoring their implementation.
  - Developing, approving and reviewing EIT's QMS with respect to academic policies and procedures and their implementation.
  - Advising on the development of operating procedures in relation to academic matters so that academic standards may be met.
  - Advising on the issue and conferring of EIT awards to which EIT's Foil Seal is affixed.
- 1.1.4 The powers and functions of the AC are to:
- Ensure the consistency and quality of practice and decision-making by the PCCs.
  - Provide PCCs and Schools with direction, advice and leadership related to academic quality, consistency and alignment with strategic direction.
  - Receive and approve programme cluster self-assessment report summaries, evaluate these for consistency, quality and alignment to institutional directives, and monitor changes or actions required.
  - Receive and interpret relevant information generated internally, including from: the Executive, Educational Development Centre (EDC), Service Sections; and externally from degree monitors, moderation reports, NZQA, TEC, and advise on implementing actions for the improvement of educational practice and quality across the Institute.
  - Provide operational oversight and management of the academic portfolio.
  - Monitor EIT's performance in external moderation of assessment against assessment standards, moderation with other educational organisations, and achievement in events for monitoring the consistency of graduate outcomes for New Zealand qualifications.
  - Ensure that quality assurance processes used in all programmes comply with the QMS and academic standards.
  - The Academic Committee will act in accordance with its delegated authority.
  - The Academic Committee will furnish the minutes, resolutions and recommendations of all Academic Committee meetings to the Te Pūkenga Academic Board Poari Akoranga.
  - The Academic Committee will foster effective teaching, learning, research and scholarship.
- 1.1.5 The Academic Committee will establish committees to carry out functions on its behalf. These committees will be as follows:
- the Academic Approvals Committee (AAC)
  - the Strategic Research Committee (SRC)
  - the Research Ethics Approvals Committee (REAC)
  - the Programme Cluster Committees (PCC)

- the Animal Ethics Committee (AEC)
  - Advisory Committees
- 1.1.6 The composition of the Academic Committee will be as follows:
- Business Division Lead (Chair)
  - Executive Director, Student and Academic Services
  - Principal - Academic Quality
  - two staff members with academic quality and curriculum design expertise
  - two Executive Deans or Heads of School
  - five current staff members, with representation from all campuses
  - one current student representative nominated by the EIT Students' Association
  - Learner Services Manager
  - Executive Director, Māori
  - Executive Director, Tairāwhiti campus or Nominee
  - Executive nominee with research expertise
- 1.1.7 When a staff vacancy occurs, the Chair will ask for nominations from one or more Executive Deans and/or the Executive Director, Student and Academic Services. The nominations submitted should include a brief CV and supporting statement from the nominator and their manager.
- 1.1.8 The final decision on *staff* membership of the Academic Committee will be made by the Chair after receiving the recommendation of the Executive Team and bearing in mind the following:
- Membership will normally be for a maximum two-year term.
  - Staff members will be drawn in the main from academic staff in the faculties, but may include other staff.
  - Membership should reflect the range of disciplines delivered at EIT.
- 1.1.9 The final decision on student membership of the Academic Committee will be made by the Chair, after receiving a recommendation from the EIT Students' Association.
- 1.1.10 The AC may convene specialist working groups as required to undertake reviews or projects to inform the AC or benefit the Institute. The formation of such a working group and the undertaking of a review or project will require the consent of the Academic Committee Chair.

## Section 2 Academic Appeals Committee

Refer to Te Pūkenga national Ākonga Appeals Policy.

## Section 3 Institutional Academic Committee

The functions of the IAC are currently covered by the Academic Committee and relevant subcommittees.

## Section 4 Strategic Research Committee

- 1.4.1 The Strategic Research Committee (SRC) will lead the strategic development of research at EIT.



- 1.4.2 The role of the SRC is to:
- Develop and monitor EIT's strategic framework for research.
  - Develop and monitor EIT's annual objectives and success measures related to research.
  - Plan for EIT's ongoing successful participation in the Performance-Based Research Fund.
  - Design and oversee EIT's organisational architecture to sustain an effective research culture (including internal and external communications related to research, applying for external research funding, providing research training for staff, organising research seminar series, and promoting and incentivising research).
  - Engage with and lobby, as appropriate, government funding agencies and external organisations in support of the critical role of original and applied research within Institutes of Technology and Polytechnics.
- 1.4.3 Standing membership of the SRC will be as follows:
- Research Director or delegate (Chair)
  - Executive Deans of Faculties
  - A minimum of two EIT Research and Associate Professors
  - one Student and Academic Services member
  - one member from each School Research Committee, normally the Chair or their delegate
  - one external representative experienced in research (optional), not a voting member
- 1.4.4 The Chair of the Academic Committee will determine membership for revolving committee positions. The duration of committee membership will be two years for the external representative (if any) and the School Research Committee members.
- 1.4.5 The SRC will have the right to co-opt staff to provide specialist knowledge.
- 1.4.6 The Chair of the Academic Committee will appoint the Chair of the SRC.
- 1.4.7 SRC meetings will be held as necessary, but at least three times a year. Secretarial support will be provided by an Administrator. The SRC, as a subcommittee of the Academic Committee, will report to the Academic Committee and the Executive Team, as required, after a meeting has been held.

## **Section 5 Research Ethics Approvals Committee**

- 1.5.1 The Research Ethics Approvals Committee (REAC) will function to ensure that EIT research is conducted within appropriate ethical guidelines and, that records are maintained of all research conducted at EIT.
- 1.5.2 The role of the REAC is to:
- Develop and oversee EIT's research and human ethics policy framework.
  - Organise ethical review training for committee members as necessary.
  - Review and approve (or otherwise) all EIT research projects including those sent to any externally-registered ethics committee.
  - Provide guidance and support, as necessary, to ensure that staff and students understand and conform to the Institute's research ethics approval requirements.
  - Maintain records of all ethics applications for research conducted at EIT.

- 1.5.3 Membership of the REAC will be as follows:
- A minimum of two EIT Research and Associate Professors.
  - A maximum of six staff members drawn from across the Institute, representative of the research breadth of the Institute, and who meet the criteria of 1.5.4.
  - One member external to EIT, who will normally be the Chair.
- 1.5.4 Members will be highly skilled and active researchers, normally doctorate qualified, who have significant experience in human ethics as it relates to research. Members' skillsets will include an understanding of Te Ao Māori, law, and academic quality assurance.
- 1.5.5 The Chair of the Academic Committee will determine the membership for staff members and the Chair.
- 1.5.6 The position of the Chair may rotate every three years, as determined by the Chair of the Academic Committee.
- 1.5.7 The duration of committee membership is a minimum of two years for staff members, and as determined by the Chair of the Academic Committee.
- 1.5.8 The Committee will forward nominations for the external member to the Chair of the Academic Committee.
- 1.5.9 Executive Deans and the Executive Director, Student and Academic Services will nominate their staff members.
- 1.5.10 The REAC will have the power to co-opt up to two members from time to time as required and will forward such nominations to the Chair of the Academic Committee for approval.
- 1.5.11 REAC meetings will normally be held monthly or as determined by the Chair. Secretarial support will be provided by an Administrator.
- 1.5.12 The minutes of REAC meetings will be forwarded to the Academic Committee for information after each meeting.
- 1.5.13 As a subcommittee of the Academic Committee, the REAC will report to the Academic Committee in February of each year. The report will list research approvals in the preceding year and make recommendations about research ethics policy, training or other relevant matters.

## **Section 6 Academic Approvals Committee**

- 1.6.1 The Academic Approvals Committee (AAC) is responsible to the Academic Committee.
- 1.6.2 The purpose of the AAC is to:
- Ensure that quality assurance standards are maintained in programmes and EIT qualifications.
  - Provide feedback on the concept plan for any new programme and/or qualification following approval in principle by the Executive.
  - Provide scrutiny and peer review of documentation for course/programme approval and accreditation applications for both new programmes and qualifications and changes to qualifications and programmes.
  - Provide final internal approval for all new courses and programmes and reviewed programmes.
  - Make recommendations regarding new qualification proposals to the Academic Committee for final internal approval.
- 1.6.3 The Chair of the Academic Committee will appoint an Administrator to convene regular and

cyclical meetings of the AAC. Additional meetings may be convened as required to fulfil the functions listed above.

1.6.4 The powers and functions of the AAC will be to:

- Evaluate new qualification and programme proposals, approve academic details, programme regulations, curricula and institutional capability, and make recommendations regarding such proposals to the Academic Committee, including criteria and processes for the approval of the proposed qualification.
- Approve proposals for new courses and programmes.
- Approve proposals for changes to approved programmes and qualifications.
- Approve applications for Consent to Assess and make recommendations in this regard to the Academic Committee.
- Provide feedback to programme developers and coordinators on the above proposals.
- Monitor procedures and criteria for the recruitment, selection and admission of students to programmes.
- Ensure that the quality assurance processes applied in all programmes comply with the QMS and EIT's academic quality standards.
- Ensure that programme curricula are continually maintained and developed.
- Evaluate proposals for new programmes and qualifications, and for changes to programmes and qualifications, in terms of alignment with the strategic directives of the Institute, as defined by the Academic Committee and the Executive.
- Report to the Academic Committee through meeting minutes and to the Executive as required and make recommendations to the Academic Committee and the Executive as deemed necessary

1.6.5 Membership of the AAC will be as follows:

- The Chair (appointed by the Chair of the Academic Committee).
- Two representatives from Academic Administration Services, with only one voting member.
- Two nominated representatives from the EDC, appointed by the Executive Director, Student and Academic Services
- One Faculty Education Advisor from each Faculty, appointed by the Executive Dean(s).
- Up to five Academic Staff Members appointed by the AAC Chair in consultation with the Executive Director, Student and Academic Services, ideally drawn from across Faculties and campuses, but not to be deemed representatives of their Faculty or campus.
- Up to two other Faculty Staff Members with specific speciality knowledge appointed by the AAC Chair in consultation with the Executive Director, Student and Academic Services.

1.6.6 In addition to the above, the AAC may call on specialist knowledge experts as appropriate. Such specialist knowledge experts will be restricted to one per specialist area and will participate when matters specific to and requiring their specialist knowledge are to be considered. These may be specialist knowledge experts in, for example, foundation education, postgraduate study or Māori.

1.6.7 The AAC may appoint subcommittees as required to advise on matters relating to programme approval and review, accreditation and the maintenance of academic standards.

- 1.6.8 The AAC will monitor decisions made by delegations from the Academic Committee to a named role(s) through receipt of the minutes recording these decisions. Those with delegated authority from the Academic Committee will report regularly to the AAC. The AAC will report regularly to the Academic Committee on the performance and activity of any delegated authority conferred upon the AAC by the Academic Committee. The reporting frequencies will be assigned at the time of the Academic Committee establishing the delegation to the named role(s).
- 1.6.9 The AAC will complete a self-assessment report annually for submission to the Academic Committee and the Executive.
- 1.6.10 The AAC will report to the Academic Committee the minutes of the AAC for information and submission of recommendations for Academic Committee approval after each meeting.

## **Section 7 Programme Cluster Committee**

- 1.7.1 A Programme Cluster Committee (PCC) will be established for each School or programme cluster. To optimise efficiency of meeting processes and sharing of good educational practice, Schools will minimise the number of PCCs according to broad academic clusters.
- 1.7.2 The Executive member accountable for the relevant academic area will recommend the establishment of a PCC to the Chair of the Academic Committee for approval.
- 1.7.3 A PCC is responsible for:
  - Ensuring that the quality assurance processes applied in all programmes for which it is responsible comply with the QMS and EIT's academic quality standards.
  - Ensuring the maintenance of required standards of assessment, grading and moderation procedures.
  - Formally approving students' course or programme assessment results.
  - Monitoring the academic progress of students and confirming students as eligible to be awarded qualifications.
  - Monitoring the implementation of review recommendations.
  - Receiving annual programme self-assessment reports, following up and monitoring any actions arising, and summarising these reports as appropriate for consideration by the Academic Committee, the Faculty Management Team and the Executive.
  - Reporting to and making recommendations to the Academic Committee as required.
  - Managing decisions and recording sanctions for academic integrity breach.
- 1.7.4 A PCC may not, without the approval of the Academic Committee, delegate its decision-making responsibility for clauses c, d, and f above.
- 1.7.5 Membership of a PCC will be on recommendation of the Executive member accountable for the relevant academic area and will include at least the following:
  - AC members (ex officio)
  - Head of School, Assistant Head of School or Manager, one of whom shall be the Chair
  - Academic Staff
  - Faculty Education Advisor
- 1.7.6 A PCC should have at least eight members. A minimum of five members should be experienced academic staff (likely programme coordinators) and these must reflect the programme portfolio of the cluster and a multi campus scope.
- 1.7.7 For a programme cluster with insufficient resources to have eight members, the Executive

member accountable for the relevant academic area may recommend to the IAC an alternative constitution of PCC membership, such as the secondment of members from other programme areas or a reduction in the minimum number members.

- 1.7.8 Secretarial support for a PCC will be provided by the associated Faculty/School/Section.
- 1.7.9 PCCs will implement delegated responsibility for specific academic decision-making. The PCC will not further delegate any responsibility to any individual. Matters requiring further delegation of authority for academic decision-making will be reported upon through meeting minutes and subsequently addressed by the Academic Committee.
- 1.7.10 The minutes of the PCC will be available to the AC for information after each meeting.

## **Section 8 Animal Ethics Committee**

- 1.8.1 The Animal Ethics Committee (AEC) will maintain standards of animal management that meet the purposes of Part 6 of the Animal Welfare Act 1999. The AEC will ensure that standards of animal management meet or exceed those detailed in the National Animal Ethics Advisory Committee (NAEAC): Good Practice Guide for the Use of Animals in Research, Testing and Teaching. No animals will be used for teaching purposes without prior approval by the AEC.
- 1.8.2 The AEC's Code of Ethical Conduct (CEC) complies with all the requirements of the Animal Welfare Act 1999 so that animals as defined by this Act can be used for teaching at EIT. In particular, the CEC complies with Sections 80 and 100 of the Act.
- 1.8.3 Section 80 of the Act sets out the purposes of the regulatory system for the use of animals in science and, in particular, stipulates that efforts must be made to reduce the number of animals used, refine invasive techniques to increase benefits gained and replace the use of animals with alternative methods where appropriate.
- 1.8.4 Section 100 of the Act covers criteria for considering any application for the approval of a project and in setting, varying or revoking conditions of the approval of a project.
- 1.8.5 The functions of the AEC are to:
  - Consider and determine applications for the approval of teaching projects involving animals.
  - Set, vary and revoke conditions of approvals.
  - Monitor compliance with conditions of approvals.
  - Monitor animal management practices and facilities.
  - Ensure compliance with the terms of the CEC.
  - Consider and determine applications for the renewal of approvals.
  - Suspend or revoke approvals where necessary.
  - Recommend amendments to the CEC to the Academic Committee.
- 1.8.6 Membership of the AEC will be as follows:
  - Two internal fixed-position members appointed by the Business Division Lead, including the following:
  - A Chair subject to the endorsement of the AEC.
  - An executive officer for administration matters.
  - A minimum of three and a maximum of six internal members appointed by the Business Division Lead in consultation with the Chair; these appointments will each contribute to the collective knowledge and experience of the internal members to

ensure provision of the following:

- a. Capability to evaluate the benefits of proposals and the competency of proposers.
    - b. Experience in laboratory animal management.
    - c. Experience in horse husbandry.
    - d. Experience in maintaining animal welfare standards.
    - e. Experience in sheep and cattle husbandry.
    - f. Experience in animal biology.
  - Four independent positions external to the organisation nominated as follows:
    - a. A veterinary surgeon nominated by the New Zealand Veterinary Association.
    - b. A person nominated by an approved animal welfare organisation, such as the Society for the Prevention of Cruelty to Animals.
    - c. A person nominated by a local territorial authority or regional council.
    - d. A layperson to represent the general public.
- 1.8.7 The AEC will meet at least twice a year and on additional occasions when required.
- 1.8.8 The AEC will provide an annual report to the Academic Committee summarising its activities over the previous year. This will include information such as the number of protocols approved, difficulties encountered and complaints received, as well as a copy of the Animal Use Returns required by the Animal Welfare (Records and Statistics) Regulations 1999.
- 1.8.9 The AEC will forward all minutes of all meetings to the Academic Committee in a timely manner.
- 1.8.10 The AEC may at any time, as deemed appropriate, notify the Academic Committee of the need to amend the CEC.

## **Section 9 Advisory Committees**

- 1.9.1 An Advisory Committee will be established for each group of like programmes.
- 1.9.2 If Advisory Committees are defined by regulations of external bodies, these will take precedence. Otherwise, the clauses below will apply.
- 1.9.3 Membership of an Advisory Committee will be determined by the Executive Dean. Members will be appointed on the basis of their potential contribution to the Committee's functions and powers by way of knowledge, expertise and experience. The membership should be broad and representative of stakeholder groups, and will include:
- The Executive Dean and/or Head of School and Programme Coordinator(s).
  - A student representative (either past or present).
  - Non-Institute members.
- 1.9.4 At any meeting, non-Institute members should be greater in number than Institute staff members.
- 1.9.5 Other Institute staff members may attend meetings but will not be members of the Committee.
- 1.9.6 The Chair of the Advisory Committee will be appointed by the Committee and will be a person from the industry or profession or iwi group.



- 1.9.7 The powers and functions of an Advisory Committee will be to:
- Advise Programme Coordinators on content, publicity and other matters relating to the acceptability of programmes to the industry and to its students.
  - Assist academic staff and students to maintain contact with their industry or profession and, where appropriate, assist with practicum, practical work experience and work placements.
  - Provide feedback on reports from teaching staff on student evaluations, outcomes of academic audits and reviews, and completion and retention statistics.
  - Identify new developments and trends in industry or commerce and recommend new programmes and courses to the Executive Dean.
  - Assist with the development of applied work-related research for staff and students.
- 1.9.8 Advisory committees will meet as and when required, but not less than once each semester.

## **Section 10 Delegations by the Business Division Lead (formerly the Chief Executive)**

- 1.10.1 All delegations by the Business Division Lead in the Academic Regulatory Framework do not affect or prevent the performance of any function so delegated, or the exercise of any power by the Business Division Lead, as the case may be.
- 1.10.2 All delegations in the Academic Regulatory Framework are revocable at will in the manner required at law and until revoked continue in force according to their tenor.
- 1.10.3 The Business Division Lead (Executive Director EIT) delegations are
- With the Chair of Te Pūkenga Council to award Diplomas and confer Graduate Certificates, Graduate Diplomas, Undergraduate Degrees, Bachelor (Honours) Degrees, Postgraduate Certificates, Postgraduate Diplomas, Master's Degrees, and Honorary Degrees.
  - To withdraw or refuse to grant an award in certain circumstances.
  - With the Executive Deans, to refuse to admit students to EIT or to cancel the enrolment of students.
  - To specify enrolment requirements.
  - To cancel a programme.
- 1.10.4 The Academic Committee delegations are:
- To advise Poari Akoranga with respect to the approval of new courses, programmes and qualifications, major changes to existing programmes, and review and disestablishment of existing programmes.
  - To review membership of all committees pursuant to Section 1.3 above.
- 1.10.5 The subcommittee delegations are:
- To the AAC for the approval of new courses, programmes and qualifications and major changes to existing courses, programmes and qualifications.
  - To the PCC for approval of assessment results and confirmation of eligibility to graduate.
  - To the SRC, REAC and AEC to foster quality research and ensure research is conducted within ethical guidelines.
  - To the APC on academic matters.
  - To the Executive Dean to award Certificates.

1.10.6 The Business Division Lead hereby delegates:

- To specified staff to take disciplinary actions for matters specified in the Academic Regulatory Framework or the QMS.

## Part 2 Quality Management System

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Te Pūkenga Quality Management System ([QMS](#)) came into effect on 1 January 2023 and is found on the policies page of the Te Pūkenga public website alongside the [corporate and legal publications and frameworks](#) that underpin and are encompassed within the QMS.

The centralized QMS is supported by the EIT QMS where needed and until national policy, process, and procedures are in place. As national policies, processes, practices and frameworks are implemented, the EIT QMS will be updated, and the relevant local policies, processes, and procedures removed.

The EIT Quality Management System (EITQMS) sets out the policies and procedures that govern the academic and operational matters of EIT to ensure student and Te Pūkenga outcomes are met.

EIT Policies and Procedures set out in the QMS will:

- Facilitate the design and development of curricula and teaching and assessment resources that support applied learning and achievement of intended outcomes.
- Enable the smooth progression through the learner journey.
- Ensure quality, relevance and viability of programmes delivered.
- Ensure validity, reliability and fairness of assessment.
- Ensure legislative requirements and compliance are met.
- Ensure transparency and accuracy of internal and external reporting.
- Align with institutional commitments to cultural responsiveness.
- Address the diverse needs of student.
- Commit to the Treaty of Waitangi principles of participation, protection and partnership.

### Section 1 Academic Quality Outcomes

- 2.1.1 The QMS contains policies, procedures and guidelines that support implementation of measures of student success.
- 2.1.2 QMS policies and procedures will ensure learning and teaching activities, including those associated with research, are designed in accordance with relevant policies and processes to ensure students:
  - Are engaged in relevant programmes.
  - Are successfully supported in their learner journey.
  - Are well prepared and work ready.
  - Achieve educational and career success.
  - Are sought after by employers.
- 2.1.3 QMS policies and procedures will ensure the availability of accessible, effective and culturally appropriate information relevant to students' study, academic material and required study, and pastoral assistance to support academic achievement.
- 2.1.4 QMS policies and procedures will ensure mechanisms are in place to enable students to advocate for their rights and have access to advocacy support when required.
- 2.1.5 QMS policies and procedures will ensure compliance with NZQA requirements

2.1.6 EIT has the following Graduate Outcomes that guide all programmes of study:

- Take responsibility for their own learning as lifelong learners
- Be effective communicators, networkers and team workers
- Be active participants in and contributors to Aotearoa/New Zealand society
- Be confident studying, working and living in an international context

## Section 2 EIT Operational Outcomes

2.2.1 The QMS will contain policies and procedures that support implementation of Te Pūkenga success measures, including:

- Achievement of the highest level of recognition of academic quality in external review.
- Strong community engagement by staff and students.
- Employer satisfaction with graduates and programmes offered.
- Iwi and stakeholder satisfaction with Business Division relationships.
- Research programmes aligned to industry, professional and regional needs.

2.2.2 The QMS will contain policies and procedures that enable EIT to be:

- Financially sustainable.
- A good employer.
- Fiscally responsible.
- Compliant with relevant legislation (covering health and safety, public finance, privacy, copyright and intellectual property).

2.2.3 The QMS will contain policies and procedures requiring all organisational and teaching teams to obtain stakeholder engagement, including feedback and/or advice to inform decisions relating to academic developments and experiences as appropriate.

2.2.4 EIT is committed to ensuring all research conforms to ethical requirements while promoting collaborative, innovative research.

2.2.5 Self-Assessment

- EIT is committed to continuously improving everything it does to achieve valuable outcomes for students and other stakeholders.
- The QMS will ensure policy and processes are in place to support self-assessment using evidence-based evaluation. These systems will extend to the validation and moderation of assessment and assessment outcomes.
- Self-assessment and evaluation will be evidence-based and will use agreed performance measures. Processes used will include stakeholder feedback and evaluative input from those involved in the development and delivery of any given initiative.
- Reports of self-assessment and evaluative activity will be received annually and considered by the Academic Committee and/or its subcommittees who will be responsible for ensuring recommendations for improvements in resourcing or practice are implemented.

2.2.6 The QMS encompasses a number of strategic and academically focused areas as outlined below, for which relevant policies and procedures have been developed and approved by

EIT's Academic Committee:

- Development and review of qualifications and educational programmes
- Student information and admission to programmes
- Student guidance and support
- Programme delivery
- Off-site practical/workplace components
- Assessment and Moderation
- Reporting and Certification
- Research
- Self-Assessment

2.2.7 Senior management will be responsible for approving all management and operational policies and procedures contained in the QMS to enable effective management of all aspects of management operations including, but not limited to the following:

- Financial
- Administrative
- Human Resources
- Physical Resources
- Health and Safety

2.2.8 The Academic Committee will approve EIT operational academic policies and put in place structures and systems to ensure academic policies, procedures and systems are implemented effectively, including having processes for evaluating their effectiveness in enhancing and increasing educational performance and outcomes.

## Part 3 Academic Regulations

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### Section 1 Programme Regulations and Course Information

#### 3.1.1 Replaced by TKM Part 4 General

*Every [EIT and] Te Pūkenga programme leading to a qualification or micro-credential is supported by an approved programme document, including programme regulations, and programme and course information. Programme regulations outline the programme structure and direction, and requirements for entry, progress, completion, and award.*

#### 3.1.2 Replaced by TKM Part 4.1 Transition

*1) Programme regulations for Te Pūkenga unified programmes set out the requirements from entry to award.*

*(2) Detailed requirements for local and legacy programmes delivered at individual business units may be located in programme regulations, regulatory frameworks, or in other programme information available in legacy systems.*

*(3) Work-based learning requirements may be set out in the training agreement and/or programme information.*

*(4) In all cases, full information on requirements is provided and easily accessible to ākonga.*

#### 3.1.3 Replaced by TKM Part 4.2.

*Te Kawa Maiooro provides the minimum expected requirements for ākonga and kaimahi. Programme regulations may set specific requirements, e.g., for entry, require credits in specific subjects such as science, or higher requirements than Te Kawa Maiooro to meet the expectations and requirements of an external regulatory or standard setting body.*

*Programmes may include exceptions to, or restrictions on provisions in Te Kawa Maiooro, e.g., limits on recognition of knowledge and skills. Any such exceptions or restrictions are clearly stated in approved programme regulations and/or relevant programme information, e.g., programme handbook or course outline.*

*They are used by academic staff to guide delivery of the programme and its courses, as well as to provide guidance on the relevant approaches to learning and teaching, and assessment against specified learning outcomes.*

#### 3.1.4 Students must ensure they are aware of all the regulations relating to their programme of study. Ignorance of any regulation is not a valid excuse for non-compliance.

#### 3.1.5 Course information will include but not be limited to the following:

- learning outcomes of the course
- duration and scheduling of content to be covered
- course timetabling
- attendance/participation requirements
- level and credits of the course
- method(s) of assessment
- dates of assessments
- required textbooks and a list of any required learning resources
- pre- and/or co-requisite courses



- 3.1.6 EIT's QMS will provide the EIT operational requirements for Programme Regulations.

## Section 2 Qualifications and Awards

- 3.2.1 REPLACED by *TKM 8.1. Formal Awards (1) Formal Awards are for NZQA-approved qualifications. And PART 10 Glossary of Terms*
- 3.2.2 REPLACED by *TKM PART 10 Glossary of Terms*
- 3.2.3 REPLACED by *TKM PART 10 Glossary of Terms*
- 3.2.4 The EIT Foil Seal may be affixed to the award document for all formal qualifications awarded by EIT.
- 3.2.5 REPLACED by *TKM 8.3 (1) A formal qualification is awarded to ākonga who successfully complete the programme requirements as stated in the Programme Regulations.*
- 3.2.6 Credits will be awarded for the successful completion of a course or a NZQF Assessment Standard.
- 3.2.7 REPLACED by *TKM PART 10 Glossary of Terms.*
- 3.2.8 Each course will be classified at level 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10 according to the level or extent of intellectual demand and the complexity of skills. Level allocation will be congruent with NZQA definitions and the New Zealand Standard Classification of Education.
- 3.2.9 REPLACED by *TKM 8.4. (2) Where completion of the programme leads to an award by another authority, the regulations of that authority apply.*
- 3.2.10 Qualifications and programmes of study will be endorsed by the Academic Committee under delegated authority before seeking approval from Poari Akoranga.
- 3.2.11 REPLACED by *TKM 8.1 Formal Awards list*
- 3.2.12 The responsibility for determining whether a student is eligible for the award of a qualification or non-formal award lies with the relevant PCC.
- 3.2.13 REPLACED by *TKM 3.1 (3) There are no limits on the number of credits that may be granted towards a qualification or programme from recognising prior knowledge and skills unless otherwise stated in the programme regulations. (4) Where restrictions for credits are imposed, e.g., by legislative, industry and regulatory body requirements, they must be based on specific, documented, and clear academic, legal or industry requirements.*
- 3.2.14 REPLACED by *TKM 8.2 Non-Formal Awards (1) Te Pūkenga offers a mix of assessed and non-assessed educational products or packages of learning that lead to the issuance of non-formal awards or recognition of achievement on successful completion. Te Pūkenga offers the following non-formal awards: a. Certificate of Proficiency – a programme of study that meets the needs of an individual ākonga, consisting of one or more assessed courses from an already approved programme b. Digital Badges – validated electronic recognition of ākonga accomplishment and achievement of knowledge, skills, experience, or competencies. c. Statement of Achievement or Certificate of Participation - given for Adult and Community Education (ACE) programmes, professional development or personal interest short courses, or other nonformal programmes or packages of learning.*
- 3.2.15 A programme of study leading to a non-formal award will be approved by the Academic Committee under delegated authority from Poari Akoranga.
- 3.2.16 A Training Scheme testamur may be awarded upon successful completion of the specified courses.
- 3.2.17 Certificate of Proficiency/Personal Interest
- a. REPLACED by *TKM 7.3. (1) a. Certificate of Proficiency – a programme of study that*

*meets the needs of an individual ākonga, consisting of one or more assessed courses from an already approved programme*

- b. A course offered as a Certificate of Proficiency/Personal Interest may be subject to the entry criteria of the source programme.
  - c. Students will comply with the regulations of the source programme.
- 3.2.18 An academic record may be provided for a Short Course, Micro-credential or Training Scheme or Certificate of Proficiency/Personal Interest, which will specify any Assessment Standards or courses completed, including the level and number of credits awarded for each.
- 3.2.19 An award for a Short Course or Training Scheme will comply with relevant NZQA Guidelines.
- 3.2.20 REPLACED by *TKM 3.1 Recognising prior knowledge and skills. (2) Ākonga are supported to provide evidence of their prior knowledge and skills relevant to the qualification they seek to achieve. Evidence may come from formal or self-directed study, workplace, community, or marae-based learning or experience, hobbies, or participation in rangahau and research.*
- 3.2.21 A Record of Attendance may be awarded for a Short Course that is not summatively assessed.
- 3.2.22 Te Pūkenga Council has the power to confer all qualifications for which EIT has NZQA approval and/or accreditation to deliver.
- 3.2.23 REPLACED by *TKM 7.8 Granting of Honorary Degrees and Recognition Awards. (1) Honorary degrees and recognition awards may be granted by Te Pūkenga Council as a mark of esteem and to recognise outstanding contributions to Te Pūkenga or the wider community as specified in the rules made by the Council for the purpose of this provision.*
- 3.2.24 Te Pūkenga Council may award an EIT Medal, subject to the conditions in the appropriate EIT policy, normally to a person external to EIT, in recognition of outstanding contribution to:
- A field of knowledge or discipline with particular relevance to EIT.
  - The wider community of which EIT is a part.
  - The activities of EIT.
- 3.2.25 Te Pūkenga Council may confer a Distinguished Alumni Award to a person who has achieved significant professional success and/or provided outstanding service to the community. Such an award is subject to the conditions in the appropriate EIT policy.
- 3.2.26 Academic Dress
- a. Staff of EIT participating in public ceremonies for which academic dress is required will wear the academic dress relevant to their highest qualification.
  - b. REPLACED by *TKM 8.2. Academic Dress (1) Where applicable, graduates attending a Te Pūkenga graduation event wear the academic dress (regalia) associated with their award and/or as described in the [EIT] business division Graduation procedures. (2) Graduates may wear clothing or garments of honour from their own traditions, cultures, or countries, e.g., korowai, ta'ovala. Where academic dress is required, the clothing or garments of honour are worn over or under the academic dress.*

### **Section 3 Admission, Entry and Enrolment**

- 3.3.1 REPLACED by *TKM 2.9 (1) Admission and entry requirements include general admission requirements, English language requirements, and any additional requirements as set out in the programme regulations. Entry criteria will be such that any student who meets these may be reasonably expected to achieve the qualification.*

- 3.3.2 *REPLACED by TKM 2.10. Application documentation (1) Ākonga provide a complete and accurate application and all necessary supporting evidence and documentation. Providing incomplete or inaccurate information or evidence may result in an application being declined or enrolment being cancelled. (2) The following types of evidence may be required: a. Previous qualifications (e.g., qualification certificate or academic record) b. Police Vetting application form c. Children's Act Safety Check d. Ministry of Justice Criminal Conviction History Request application e. References or referee contact details f. Health declaration g. Criminal declaration h. Any other programme-specific requirements (3) Te Pūkenga verifies the ākonga identity as specified in 2.4.*
- 3.3.3 *REPLACED by TKM 2.9 c. Discretionary Admission - Any ākonga who is not yet 20 years of age and has not reached the standard admission requirements for their intended programme may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority focuses on the ākonga level of preparedness for their intended programme d. Special Admission - Any ākonga who is 20 years of age or older and has not reached the standard admission requirements for their intended programme is eligible for Special Admission. Te Pūkenga works with the ākonga to ensure they are prepared for their intended programme. An applicant who does not meet all the entry criteria may be granted special admission if the Institute is satisfied of their ability to succeed on the programme, and if their literacy and numeracy skills are sufficient to interpret and apply health and safety requirements.*
- 3.3.4 *REPLACED by TKM 2.11 (1) Applications from ākonga who are 15 years old on the programme start date require an Early Leaving Exemption from the Ministry of Education and the support of a parent/guardian/caregiver. (2) To accept an application from ākonga who are 15 years old, the delegated authority confirms that such ākonga are capable of successfully completing the intended programme. (3) Ākonga applying for a Secondary Tertiary Partnership (STP) Arrangement, e.g., STAR, Trades Academy, Vocational Pathways, and other youth pathway initiatives, require support from their secondary school principal and do not need an early leaving exemption certificate. (4) Applications for enrolment from ākonga under 15 years of age require a 3-way agreement between the ākonga, their school, and Te Pūkenga, and the approval of the delegated authority.*
- 3.3.5 *REPLACED by TKM 3.1 Recognising prior knowledge and skills.*  
*(1) Recognition of prior knowledge and skills follows the relevant business division procedures. (2) Te Pūkenga recognises knowledge and skills through Credit Recognition and Transfer (CRT) which includes Credit Transfer, Cross Credit, Recognition of Prior Learning, and Advanced Standing processes. (3) Ākonga are supported to provide evidence of their current knowledge and skills relevant to the qualification they seek to achieve. Evidence may come from formal or self-directed study, workplace, community, or marae-based learning or experience, hobbies, or participation in rangahau and research. (4) There are no limits on the number of credits that may be granted towards a qualification or programme from recognising prior knowledge and skills unless otherwise stated in the programme regulations. (5) Where restrictions for credits are imposed, e.g., by legislative, industry and regulatory body requirements, they must be based on specific, documented, and clear academic, legal or industry requirements*
- 3.3.6 Admission and Enrolment
- a. *REPLACED by TKM 2g Programme Approval (1) Ākonga may apply for programmes pending approval from the relevant regulatory and funding bodies; however, enrolments are only accepted into the programme after it has been approved.*
  - b. *Where an existing programme is replaced by a new version programme or a new programme, Te Pūkenga gives ākonga appropriate advice and assistance either to*

complete their current programme or, where appropriate, to transition to the new programme, in accordance with the new programme regulations.

- c. One EFTL (equivalent full-time learner) study load is the workload that a full-time student would normally undertake in one year, estimated at 120 credits. A student may complete up to 1.2 EFTL study load in a 12-month period. A student wishing to study more than 1.2 EFTL study load in a 12-month period will require approval from the Executive Director, Student and Academic Services.
- d. *REPLACED by TKM 2.10 (1) Ākonga provide a complete and accurate application and all necessary supporting evidence and documentation. Providing incomplete or inaccurate information or evidence may result in an application being declined or enrolment being cancelled.*
- e. *REPLACED by TKM 2.17 Late enrolment (1) An ākonga can be accepted for late enrolment by the delegated authority [EIT Executive Dean] up to ten working days or 10 per cent of the course duration (whichever is the lesser). In making the decision, a desire to be flexible is balanced against the likelihood of ākonga success following late enrolment. (2) To be accepted for late enrolment, ākonga need to have completed the application and enrolment process and paid any fees. (3) Ākonga are advised of the implications of a late start and confirm in writing that they have been advised: a. The standard withdrawal date applies and the ākonga is not entitled to a refund if they withdraw after this date and b. that the regular withdrawal date applies and ākonga are not entitled to a refund if they withdraw after this date.*

### 3.3.7 International Students

*REPLACED by TKM 2.28 (1) Te Pūkenga assesses applications from ākonga nō tāwāhi or their agents in accordance with Te Pūkenga general and programme regulations, including English language requirements, Education Code of Practice guidelines, and Immigration New Zealand requirements. (2) Te Pūkenga may accept ākonga nō tāwāhi between 16 and 18 years of age subject to the approval of their parent, caregiver or guardian and an assessment of ākonga support systems, in addition to the other assessment criteria stated above.*

- 3.3.8 Selection *REPLACED by TKM 2.13. Limits on enrolments and waitlisting (1) Limits on enrolments may be applied to a programme due to health and safety reasons or the availability of resourcing or work experience places. (2) If the number of applications for a programme exceeds the number of available places, ākonga are offered the opportunity to enrol at another location or by another delivery mode, or be placed on a waitlist, subject to programme regulations. (3) Waitlisting takes place at the application stage and is clearly communicated to ākonga. While the default waitlisting prioritisation is the order in which complete applications are received, in recognition of Te Pūkenga commitment to inclusiveness and equity, preference may be given to regionally decided priority equity groups in accordance with s255(4)(b) of the Education and Training Act 2020.*

### 3.3.9 Cancellation of a Programme, Course or Class – *REPLACED by TKM 2.32*

*(1) Te Pūkenga may cancel or postpone a programme or course. Cancellation decisions are made by the delegated authority as early as possible to enable ākonga to make informed choices. Cancellation of programmes in which ākonga nō tāwāhi are enrolled must be discussed with the delegated authority prior to action. (2) As far as is practically possible, Te Pūkenga avoids cancelling or making other significant changes to an advertised programme or course less than two weeks before it starts (or five working days for short courses). (3) Te Pūkenga assists affected ākonga with other options, including, where appropriate, transferring their application to another offering, mode of delivery, employer, or campus/site, subject to any additional requirements specific to the alternative offering. (4) Te Pūkenga advises and assists ākonga nō tāwāhi when changes to offerings affect their visa*

*status. (5) Te Pūkenga notifies Immigration New Zealand when programme changes affect ākonga nō tāwāhi. (6) Ākonga unable to enrol in an alternative course or programme offered by Te Pūkenga are provided with a full refund to the account that paid their fees.*

On the recommendation of the Executive Dean, the Business Division Lead may cancel a programme based on consideration of factors such as strategic fit, *viability*, staffing, quality and delivery, or any other relevant circumstance.

## Section 4 Fees

- 3.4.1 Te Pūkenga Council will set fees as it sees fit on an annual basis for programmes funded through the TEC.
- 3.4.2 Fees for contracted programmes will be determined in accordance with the relevant contract.
- 3.4.3 Information on all fees payable will be published on the Institute's website.
- 3.4.4 *REPLACED TKM 2.16 (2) By confirming their intention to study, ākonga undertake to pay or make arrangements to pay (e.g., by applying for StudyLink) their tuition fees, course-related costs, and any other applicable fees in full prior to the programme start date .*
- 3.4.5 *REPLACED TKM 2.16 (1) Ākonga are liable for all fees related to their enrolment unless a fee waiver has been approved by the Regional Finance Director. All fees must be paid in full by the published due date unless alternative arrangements have been [agreed and recorded in writing by the Registry Manager].*
- 3.4.6 Fees will include any deposits specified by a Faculty as payable in advance in respect of a particular course to cover materials supplied or other course expenses.
- 3.4.7 *REPLACED TKM Late Enrolment 2.17 (1) Akonga can be accepted for late enrolment by the delegated authority up to ten working days or 10 per cent of the course duration (whichever is the lesser). In making the decision, a desire to be flexible is balanced against the likelihood of ākonga success following late enrolment. (2) To be accepted for late enrolment, ākonga need to have completed the application and enrolment process and paid any fees. (3) Akonga are advised of the implications of a late start and confirm in writing that they have been advised: a. The standard withdrawal date applies and the ākonga is not entitled to a refund if they withdraw after this date and b. that the regular withdrawal date applies and ākonga are not entitled to a refund if they withdraw after this date.*
- 3.4.8 *REPLACED by 2.19. Refusal or cancellation of enrolment (1) Te Pūkenga may refuse to enrol or may cancel the enrolment of ākonga in accordance with s255(5) of the Education and Training Act 2020. The delegated authority may refuse to enrol or may cancel the enrolment of an ākonga who: a. have breached any policies or regulations of Te Pūkenga or the conditions of their Training Agreement; or b. have a history of unpaid debt with Te Pūkenga; or c. have a history of repeated enrolments followed by withdrawal, non-completion, or unsuccessful completion. Students who have not paid all fees by the due date may be referred to debt collectors, denied admission to classes, have reduced access to facilities, and will not be eligible for the awarding of credits and/or to graduate until all required fees are paid.*
- 3.4.9 Refund of Fees for Domestic Students
  - a. Application for a refund must be made in writing on the appropriate form.
  - b. *REPLACED by TKM 2.23 (1) If ākonga withdraw the withdrawal period, they are not entitled to any refund, unless they can prove to the delegated authority that they were affected by exceptional circumstances (refer to 2.27).*



- c. Any refund will be reduced by the amount of any non-refundable deposit, and the cost of any textbooks or other course materials that have been provided to the student.
  - d. Under exceptional circumstances, the Executive Dean may authorise variations to the rules set out above.
- 3.4.10 Regulations regarding the refund of fees for international students are set out in Section 3.6.4.

## Section 5 Academic Requirements and Unsatisfactory Progress

- 3.5.1 Programme Regulations may specify a compulsory academic requirement that must be achieved by students independently of the summative assessments of a course, such as completion of a set number of clinical hours, or attendance at laboratory sessions, tutorials, etc. (refer 4.2 TKM Programme Regulations).
- 3.5.2 A compulsory academic requirement is to be set only where its use is justified on sound educational grounds and where meeting this requirement is essential to the student's learning.
- 3.5.3 Where a course has a component requiring a student to meet requirements set by a professional body prior to their participation, assessment of the student's "fitness to practice" will be undertaken in compliance with those requirements. Students not meeting such requirements will not be allowed to proceed until those and any institutional requirements are met.
- 3.5.4 REPLACED TKM 5.1 Participation and Engagement (1) *Ākonga are expected to comply with their programme regulations and/or the conditions of their training agreement and participate in all learning activities that are part of their programme or course. (2) Participation requirements, including any attendance requirements, are set out in the programme and/or course information provided to ākonga at the start of their programme or course.*
- 3.5.5 REPLACED TKM 5.1 *Where attendance is specified as a condition of a visa (for ākonga nō tāwāhi) or a requirement of an enrolment contract or training agreement, ākonga must notify Te Pūkenga or their learning advisor of any absence or non-participation.*
- 3.5.6 Any student who does not meet the attendance/participation requirements of their course (including attending practicum or workplace experience) will be considered to be in breach of their enrolment contract and may be suspended or withdrawn from their course/programme. Refer TKM 2.19 Refusal or cancellation of enrolment and TKM 2.25 withdrawal by Te Pūkenga of disengaged ākonga 2.25 (1) *Where ākonga have disengaged after the withdrawal period and have not responded to reasonable attempts to contact them, the delegated authority may treat their nonengagement as a withdrawal and withdraw the them on their behalf.*
- 3.5.7 Any student who fails to meet the compulsory requirements in preparation for any off-site excursion, professional, practical or work experience that is part of a course/programme will not be allowed to engage in the professional, practical or work experience component and will not be awarded credits for that component. Such requirements may include completing an alcohol or drug test.
- 3.5.8 REPLACED TKM 5.2 Progress (3) *Ākonga in provider-based learning who have not passed at least half of the courses in which they were enrolled, or who repeat a course and again do not pass are considered to have made unsatisfactory progress. (4) Where ākonga in provider-based learning make unsatisfactory progress, they may be withdrawn from their programme and declined re-enrolment.*



- 3.5.9 REPLACED 5.2 Progress (5) *Ākonga who have had their enrolment withdrawn or re-enrolment declined and who wish to re-enrol apply to the delegated authority [Executive Dean] prior to the programme or course start date. To be approved, they must satisfy the delegated authority that they have a reasonable chance of success. Te Pūkenga may put conditions or limitations on the reenrolment to ensure the ākonga has a reasonable chance of success.*
- 3.5.10 If a student's performance or participation in any off-site excursion, professional, practical or work experience is, at the absolute discretion of the Programme Coordinator, unsatisfactory for whatever reason, the Programme Coordinator may temporarily suspend that student's attendance at the off-site excursion, practical or work experience. The suspension will be in place until the Executive Dean examines the situation and recommends an appropriate course of action to resolve the unsatisfactory performance or participation.
- 3.5.11 REPLACED 5.2 (5) [see 3.5.9 above]
- 3.5.12 REPLACED 5.2 (5) [see 3.5.9 above]
- 3.5.13 REPLACED 5.2 (5) [see 3.5.9 above].

## Section 6 Changes to Enrolment in Programmes

### 3.6.1 REPLACED 2.18 TRANSFER OF ENROLMENT (1)

Subject to availability, *ākonga may transfer their enrolment between programmes; courses on a programme; campuses/sites; or delivery modes, normally within 10 working days of the new course/programme start date or 10 per cent of the course duration (whichever is the lesser) with the approval of the delegated authority. (2) Ākonga completes any additional documentation required to transfer, including meeting any differing entry requirements. (3) Ākonga are advised of the implications of a transfer and confirm in writing that they have been advised:*

- a. of course requirements, expectations, and any other relevant information applicable to the transfer; and*
- b. that the regular withdrawal deadline applies and ākonga are not entitled to a refund if they withdraw after this deadline.* Such changes should be discussed and agreed with Programme Coordinator and may include, but are not limited to, transfer from one course/programme to another course/programme and transfer from one enrolment period to another.

3.6.2 No enrolment transfer will be available for a programme leading to non-formal awards.

### 3.6.3 Withdrawal from Course/Programme by a Domestic Student

- a. REPLACED 2.22 WITHDRAWAL WITHIN 10 PER CENT OF PROGRAMME DURATION (1) *An ākonga may withdraw within the withdrawal period [the first 10% or one month (whichever is the lesser) of the course delivery period] without financial or academic disadvantage.*
- b. REPLACED 2.21 No-show (1) *If ākonga do not attend or otherwise engage within the withdrawal without penalty period [the first 10% or one month (whichever is the lesser) of the course delivery period ] (except waitlisted programmes) and do not respond to any communications, the delegated authority may cancel their enrolment as a 'no-show'. AND (2) For waitlisted courses or programmes, the ākonga may be treated as a no-show on the third working day following the start date of the programme or course or after three attempted contacts, to allow waitlisted ākonga to join the programme. (3) No academic record is created for no-show ākonga. (4) The tuition fees of ākonga who do not attend within the withdrawal period of their programme/course are refunded (if applicable) to the person or organisation that paid*

*their fees (a Verification of Study is submitted to StudyLink).*

- c. *REPLACED 2.25 Withdrawal by Te Pūkenga of disengaged ākonga (1) Where ākonga have disengaged after the withdrawal period and have not responded to reasonable attempts to contact them, the delegated authority may treat their nonengagement as a withdrawal and withdraw them on their behalf. (2) Te Pūkenga makes at least three attempts to contact ākonga who have disengaged before withdrawing their enrolment. (3) Te Pūkenga notifies the ākonga in writing that their enrolment has been withdrawn on their behalf and advises the person or organisation that paid the fees. Akonga remain liable for fees except with the approval of the delegated authority.*
- d. *REPLACED 2.24. Withdrawal after 80 per cent of course duration Unless Programme Regulations specify otherwise, If an ākonga withdraws after 80 per cent of the course duration, a Did Not Complete (DNC) grade is recorded on their academic record. (2) If the ākonga ceases to attend or participate and cannot be contacted, a DNC grade is recorded for the relevant courses.*
- e. *REPLACED 2.23 (2) If an ākonga withdraws after 10 per cent of the duration of a course, a 'Withdrawn' (WD) grade is recorded on their academic record.*
- f. *REPLACED 2.24 as above*
- g. *REPLACED 2.23 Withdrawal after 10 per cent .... (1) If ākonga withdraw after the withdrawal period, they are not entitled to any refund, unless they can prove to the delegated authority that they were affected by exceptional circumstances (refer to 2.27).*
- h. *REPLACED 2.25 (3) Withdrawal by Te Pūkenga of disengaged ākonga*
- i. *REPLACED 2.26 OTHER WITHDRAWALS (1) For distance online courses or programmes, the withdrawal period may be up to 28 days. (2) Ākonga enrolled in a short course (including an Adult and Community Education (ACE) course that has tuition fees) may withdraw without financial penalty until the start date. (3) Ākonga enrolled in a micro-credential may withdraw without financial penalty until 10 per cent of the course duration, and without academic penalty until 80 per cent of the course duration. (4) If enrolled ākonga withdraw after attending a workshop or accessing/engaging in online resources that form part of a funded micro-credential or full cost recovery course, they are not entitled to any refund.*

3.6.4 REPLACED TKM 2.30. Ākonga nō tāwāhi transfers and withdrawals

- a. *REPLACED TKM 2.30 (5) New ākonga nō tāwāhi who are not granted a visa by Immigration New Zealand receive a full refund of fees paid minus an administration fee.*
- b. *REPLACED TKM 2.30 (3) Ākonga nō tāwāhi who withdraw before their programme start date are entitled to a full refund of fees paid minus an administration fee. The administration fee varies in relation to the proximity to the start date and is advised on the Offer of Place.*
- c. *REPLACED TKM 2.30 (4) If an ākonga nō tāwāhi withdraw after the programme start date, no refund is payable by Te Pūkenga, unless ākonga can provide evidence they were subject to exceptional circumstances beyond their control (refer to TKM 2.27).*
- d. *REPLACED TKM (10) Ākonga nō tāwāhi who gain Permanent Residency after the programme start date are not eligible for a refund for courses that they have already started. Domestic fees and charges apply to courses that they have not yet started and Te Pūkenga refunds the fee difference, minus agent commission.*

- e. *REPLACED TKM (10) above.*

## Section 7 Assessment Matters

- 3.7.1 *REPLACED TKM 7.1 Assessment Information. (1) Te Pūkenga provides ākonga with assessment information at the start of their course or work-based learning training programme*
- 3.7.2 *REPLACED TKM 7.1 (3) It is the responsibility of each ākonga to ensure they are familiar and comply with all assessment requirements and conditions for their course or work-based learning training programme.*
- 3.7.3 *REPLACED TKM 7.1 Assessment Information (2) No changes may be made to summative assessment requirements and conditions after the course or training agreement start date unless approved by the delegated authority [Academic Approvals Committee] and notified in writing to all affected ākonga 2.*
- 3.7.4 *REPLACED TKM 7.1 Assessment Information (4) Ākonga must attempt and submit all summative assessment items within the timeframe or by due date indicated in the course outline unless an extension has been granted (refer to 7.5 Variations to Assessment).*
- 3.7.5 *REPLACED by TKM 7.11. Moderation of summative assessments (1) Assessments are moderated in line with Te Pūkenga Moderation Policy.*

### 3.7.6 Extensions

*REPLACED 2.24 (3) Te Pūkenga aims to assist postgraduate ākonga to complete their studies by arranging extensions where appropriate and with the approval of the delegated authority. If this is not possible, a DNC grade is recorded.*

*Replaced 7.5 (1) Due Date Extensions a. Ākonga who anticipate difficulty in submitting assessments by the due time and date may request an extension. The extension must be agreed to prior to the assessment due date. b. The kaimahi or kaiako with responsibility for the relevant course has the authority to approve extensions that are within the course dates. c. Extensions that fall outside of the course end date can only be approved by the delegated authority*

An extension beyond the course end date must be approved by the Programme Cluster Committee. Normally, such an extension will be limited to no more than three months after the course end date.

### 3.7.7 *REPLACED 7.2 Assessment in te reo Māori*

- a. *REPLACED TKM 7.2 (1) Except where assessments require English or other language capability, Te Pūkenga supports ākonga to submit or undertake their assessment in te reo Māori. Other exceptions may apply, must be approved by the delegated authority, and indicated in the programme documentation and course outline*
- b. A student who wishes to undertake all or some summative assessments in te reo Māori must inform the Programme Coordinator within four weeks of the course start date.
- c. A student's capability to undertake assessment in te reo Māori may be evaluated prior to the assessment task being provided, and where required, additional support may be made available.

### 3.7.8 *REPLACED 7.3 Supported Assessment*

*TKM (1) To ensure equitable assessment opportunities, Te Pūkenga makes alternative supported assessment arrangements for ākonga with particular needs, e.g., cultural or*

*disability, wherever possible. Ākonga discuss their needs ahead of time with their kaiako or learning advisor and the relevant ākonga services unit (e.g., ākonga Māori and ākonga nō Te Moana-nui-a-Kiwa support, accessibility/ ākonga Whai Kaha support). [Disability and Wellbeing Support no later than two weeks prior to the date of the summative assessment.]*

*Supported assessment arrangements may include: a. Adapted learning materials and assessments that enable fair and valid assessment, do not affect the integrity of the assessment, and meet the same learning outcomes. b. Additional assessment time as necessary for a fair assessment to take place. c. The services of a reader and/or writer. d. New Zealand sign language communicators and interpreters. e. Assistive technology. f. Specialised equipment and furniture g. Alternative dates, spaces, and/or times for participating in assessment activity*

- 3.7.9 REPLACED by TKM 7.8. Notification of assessment results (1) *Te Pūkenga normally notifies summative assessment results to ākonga within 15 working days of the assessment due date, or, for ākonga in work-based learning covered by a training agreement, the submission date. (2) Marking of postgraduate assessments and large assessments, such as capstone projects, may require more time. In such cases, timeframes for the return of assessment results timeframes are indicated in the course outline or programme handbook.*

REPLACED by TKM 7.9 Access to marked assessments (1) *Ākonga are entitled to access to their written work submitted for assessment. Where assessed work is to be returned, time limits for collection may be set for individual programmes. Ākonga may view copies of their examinations but these are retained by the business division. Any time or access limitations are set out in the programme information, e.g., programme handbook or course outline. Where such a limitation is set, assessments not collected by the due time may be destroyed. If no such limitation is set, any uncollected assessments may be destroyed.*

- 3.7.10 REPLACED by TKM 7.8 Notification of assessment results

- a. REPLACED by 7.12 Approval of final course and programme results... (1) *Final results and outcomes for courses and programmes are approved through the relevant academic committee or procedures. [PCC].*
- b. REPLACED by TKM 7.8 Notification of assessment results *Te Pūkenga normally notifies summative assessment results to ākonga within 15 working days of the assessment due date. .... (2) Marking of postgraduate assessments and large assessments, such as capstone projects, may require more time. In such cases, timeframes for the return of assessment results timeframes are indicated in the course outline or programme handbook. The Institute will endeavour to provide final course results to students within one week of PCC approval, which will normally be within 10 working days of the end date of the course.*
- c. Where external examination or external approval of course results is required, the Institute will endeavour to provide final course results to students within five working days of return of results to EIT and advise students in advance of the date upon which results will be available.
- d. Student ID numbers, not student names, will be used in any public display of results.

- 3.7.11 REPLACED by TKM 7.6 Assessment Concession

*Ākonga in provider-based learning who are unable to complete a summative assessment or whose performance in or preparation for the assessment is affected by any circumstance or situation which could not have been reasonably prevented, e.g., illness, injury, bereavement, family crisis, or other unpredictable events, are eligible to apply for an assessment concession for impaired performance.*

AND TKM 7.5 Variations to Assessment

*(2) Alternative arrangements a. Ākonga who have a particular need, e.g., a temporary or permanent disability or impairment, or an exceptional circumstance may request alternative arrangements following the procedures of the relevant business division. b. Alternative arrangements enable fair and valid assessment without affecting the integrity of the assessment and may include an alternative assessment that meets the same learning outcomes, or an alternative time and/or location. c. Requests for alternative arrangements should be made at least two weeks prior to the assessment date or due date.*

3.7.12 Reassessment

- a. The reassessment is designed to reflect all the learning outcomes of the course and their respective weightings. Reassessment entails the completion of an assessment that is similar but not identical to the original summative assessment, which targets the same learning outcomes as the original.

- b. TKM 7.14 Reassessment Opportunities

*(2) Unless otherwise specified in the programme regulations, ākonga who gain a failing grade in a course with a mark of 40% or more, or have failed to achieve all learning outcomes or meet all competency-based assessment requirements, are provided with one opportunity to undertake a reassessment of the course at the discretion of the relevant programme committee.*

Reassessment opportunities in EIT programmes at Level 5 will normally be limited to two per programme, and there will normally be no reassessment at Level 6 and above.

*(6) Any programme-specific restrictions or limitations on reassessment opportunities are detailed in the programme regulations, programme handbook, and, where appropriate, in the relevant course outline.*

- c. Special provisions may apply in the case of the reassessment of practical work.
- d. A reassessment may require the payment of a fee plus any costs involved in the provision of materials for the reassessment.
- e. CHANGED TKM 7.14 (5) *Ākonga passing the reassessment gain the minimum grade available as a pass for the course.* The use of a reassessment opportunity will be recorded in the student's file but will not show on any results notification provided to the student.

3.7.13 Challenging Assessment Decisions

- a. A student who has reason to believe that the grade or mark for a particular assessment is incorrect should firstly discuss this with the staff member responsible within five working days of the results being communicated.
- b. The staff member will provide feedback to the student to clarify why the grade or mark has been awarded and may, if justified, amend the result.
- c. If the student still believes that the mark or grade is incorrect, they should apply to the Programme Coordinator or Head of School for a reconsideration within 10 working days of the return of the assessment, as set out in the Institute's QMS. Reconsideration will solely investigate the marking of an assessment and may include a recount or remark.
- d. Reconsideration may lead to no change or to either a raising or lowering of the grade.

3.7.14 REWORDED TKM 7.19 Reconsideration of course final grade

*(1) Ākonga may request a reconsideration of their course final grade following the complaints process set out in Te Pūkenga Ākonga Concerns and Complaints Policy. There needs to be grounds for the reconsideration, e.g., an irregularity in the conduct of summative assessment or in the results reporting and approval process, and ākonga need to identify the grounds in their application. (2) Final grade reconsideration requests are investigated, and the appropriate action or outcome decided by the delegated authority. This may include a reconsideration of one or more assessment grades or assessment evidence, or amendment of the final grade.*

- 3.7.15 Appeals against assessment decisions in 3.7.12, 3.7.13, 3.7.14 are processed as set out in Te Pūkenga national Ākonga Appeals Policy.

## **Section 8 Academic Integrity Breaches**

[Refer TKM 7.7 academic integrity.]

- 3.8.1 Academic integrity breaches seeking to gain for oneself, or assisting another person to gain, an academic advantage by deception or other unfair means.
- 3.8.2 Students are responsible for acquainting themselves with EIT's expectations and standards with regard to academic integrity, as well as EIT's definition of dishonest practice in assessment and the relevant penalties, as set out in the Institute's QMS.
- 3.8.3 Dishonest practice in assessment is defined and expanded upon in the Institute's QMS, and may include:
- Misrepresentation of identity
  - Plagiarism
  - Cheating
  - Fabrication
  - Multiple submissions
  - Misrepresentation of academic records
  - Facilitating academic dishonesty
  - Collusion
  - Unfair advantage
  - Dishonest use of technology to obtain unfair advantage
- 3.8.4 The Course or Programme Coordinator will investigate any complaint relating to a student's academic integrity breach, breach of regulations or policies in the completion of summative assessment.
- 3.8.5 The Course or Programme Coordinator will advise the student of the complaint, give them a reasonable time to respond, and discuss with them the circumstances surrounding the incident.
- 3.8.6 The Course or Programme Coordinator will undertake appropriate investigation, which may include consultation with the Head of School and/or Dean, and consideration at a Programme Cluster Committee meeting. The decision-making regarding the penalty to be imposed (listed in the Institute's QMS) will take the students' response to the investigation into consideration.
- 3.8.7 Appeals against academic integrity breach decisions are processed as set out in Te Pūkenga national Ākonga Appeals Policy.



## Section 9 Course and Assessment Results

- 3.9.1 Programme Regulations will specify the grading system to be applied to assessments and courses in a Programme.
- 3.9.2 Course Descriptors will specify the grading system to be applied to each assessment, the weighting of each assessment and any additional grading criteria.
- 3.9.3 Each course will use one of the results and grading systems presented in Tables 9.1 to 9.4.
- 3.9.4 Courses in a programme at any level may use the 11-point grading system (Table 9.3).
- 3.9.5 Courses in a degree programme will use the 11-point grading system.

**Table 9.1 Pure Competency Based Grading System**

Grade key	Description
C	Competent (Passed)
N	Not Passed

**Table 9.2 Modified Competency Based Grading System**

Grade key	Description
M	Passed with Merit
C	Competent (Passed)
N	Not passed

**Table 9.3 11 Point Grading System [compares with TKM 7.17 (d) Course grades ]**

Percentage	Grade key	Description
90-100	A+	Passed. Met all course requirements.
85-89	A	Passed. Met all course requirements.
80-84	A-	Passed. Met all course requirements.
75-79	B+	Passed. Met all course requirements.
70-74	B	Passed. Met all course requirements.
65-69	B-	Passed. Met all course requirements.
60-64	C+	Passed. Met all course requirements.
55-59	C	Passed. Met all course requirements.
50-54	C-	Passed. Met all course requirements.
40-49	D	Not Passed. Did not meet course requirements.
0-39	E	Not Passed. Did not meet course requirements.
50-100	N	Not passed due to failure to meet one or more requirements for successful course completion, used only if the final course grade would otherwise be a passing grade

**Table 9.4 Achievement Standard Grading System**

Grade key	Description
E	Excellence

Grade key	Description
M	Merit
A	Achieved
NA	Not Achieved

- 3.9.6 The grade keys in Table 9.5 apply to courses in all EIT Programmes that are not unified.
- Credit transfer, cross credit and RPL may apply to a unit standard or a course.
  - A U grade will only be approved by a Programme Cluster Committee if it is accompanied by an extension date or is due to suspension from the course or programme.
  - If the grade for one or more summative assessments in a course has been estimated, the final grade will be annotated with EST. Procedures for the estimation of a grade are set out in the Institute's QMS.

**Table 9.5 Additional Grade Keys**

Grade key	Description
W	Formal withdrawal within the period of no academic penalty
X	Credit Recognition (not to be used as of 1 January 2019; replaced by three keys below)
CT	Credit Transfer
CC	Cross Credit
RPL	Recognition of Prior Learning
U	Unfinished at the time of reporting
EST	The grade for one or more summative assessments has been estimated

- 3.9.7 Any exception to the grading systems specified here, such as those required by external awarding bodies, must be specified in Programme Regulations.
- 3.9.8 REPLACED TKM Assessment 7.1 (2) *No changes may be made to summative assessment requirements and conditions after the course or training agreement start date unless approved by the delegated authority and notified in writing to all affected ākonga.* Any change to a grading system will be set out in a transition plan that does not disadvantage any student.
- 3.9.9 An EIT Bachelor Honours degree will be awarded with one of the following appellations:
- First Class Honours for an average of A-, A or A+
  - Second Class Honours for an average of B-, B or B+
  - no endorsement of Honours for an average of C-, C or C+
- 3.9.10 Outstanding Achievement
- Only grades achieved in Level 9 courses completed at EIT, as required according to Programme Regulations, will be considered in the awarding of outstanding achievement (Distinction or Merit). [Credit granted for study at institutions with which EIT has an agreed affiliation will be considered in accordance with the terms of each agreement.]
  - Outstanding achievement will not be awarded if the student has failed any Level 9 course.

- c. A decision to award Distinction or Merit will be made at the same time as that of eligibility to graduate, for approval by the Postgraduate Programme Cluster Committee.
- d. The qualification will be awarded with Distinction where achievement in each EIT graded course within Level 9 of the Programme is within the A grade range (A-, A, A+).
- e. The qualification will be awarded with Merit where achievement in each EIT graded course within Level 9 of the Programme is above a B grade (B+, A-, A, A+,) but achievement does not meet the criteria to award the qualification with Distinction.

## Part 4 EIT Student Responsibilities

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- 4.1.1 Students of EIT must act respectfully and considerately towards all students, staff, employers and co-workers with whom they engage. At no time may a student act in a manner that jeopardises their safety or the safety of others.
- 4.1.2 Students must comply with EIT's policies and related procedures on behaviour and conduct, with the Health and Safety requirements for the Programme they are enrolled in, and with all New Zealand laws while on campus or engaged in any learning activity that is part of their programme of study. Students who do not comply may be asked to leave a class or learning environment, or the premises, and may be subject to disciplinary procedures (see 4.1.16 Breach of EIT Regulations below).
- 4.1.3 Behaviour in Class or other Learning Environment
- A student will not be allowed into a class or learning environment, or to remain in a class or learning environment, if the person in charge of the class or learning environment at the time considers the student to be any of the following:
- Acting, or likely to act, in a manner that is unsafe to either themselves or to others.
  - Acting, or likely to act, in a way that stops or disrupts the class or other activities.
  - Exhibiting threatening behaviour (i.e. any intentional behaviour that causes another person to fear injury or harm or to feel alarmed, distressed or harassed).
  - In possession of, under the influence of, or distributing for supply any controlled drug or substance not lawfully prescribed (a controlled drug or substance being one named and listed in the Misuse of Drugs Act 1975 and its amendments).
  - Under the influence of alcohol.
  - Breaking any regulations of EIT or the relevant programme.
- 4.1.4 If a student is not allowed into or has been removed from a class or learning environment, the person in charge of that class or learning environment will present a written report to the Head of School as a matter of urgency and normally within 24 hours.
- 4.1.5 Possession and/or Consumption of Drugs and Alcohol
- a. Students must comply with the EIT Drug and Alcohol Policy (QS101).
  - b. Students must not be in possession of or consume illicit drugs on any campus, workplace or other facility used for their Programme's learning activities unless specifically allowed for within EIT's Consumption of Alcohol Procedure (PC185).
- 4.1.6 Under EIT's Health, Safety and Wellbeing Policy (QS180) all members of the EIT community, including students, have a responsibility to:
- Take reasonable care of their own health and safety.
  - Take reasonable care that their acts or omissions do not adversely affect the health and safety of others.
  - Report, and where practicable, act on incidents and hazards as soon as possible.
  - Cooperate with notified health or safety policies and procedures at EIT.
  - Comply with any reasonable instruction given by EIT or the Person Conducting a

Business of Undertaking (PCBU) they are visiting.

- Inform others of any known risks or hazards.

4.1.7 Students must not:

- Wear, be in possession of, or display gang colours, patches, insignia or any other items considered to be gang affiliated while at any campus, learning environment, workplace used for learning activities, or during work experience.
- Bring to class any other person, including a child, who is not enrolled in the programme, without permission.
- Bring to any campus or workplace used for learning activities, or during work experience, any animals other than registered disability service animals, except where animals are used in formal class activities. (Any use of animals in teaching being subject to supervision and regulation by the Animal Ethics Committee.)

4.1.8 In accordance with EIT's Smoke-Free Campus Policy and the Smokefree Environments and Regulated Products Act (1990), students must not smoke or vape while on any EIT campus.

4.1.9 A student who loses, defaces or damages any EIT property, either deliberately or as a result of carelessness or misuse, will be responsible for the cost of replacement or repair.

4.1.10 Academic Integrity

- a. Students will learn about and practice skills related to academic integrity in their Programme of Study. Further information and guidance can be accessed from the Library and Learning Services staff and website.
- b. Any concerns or complaints about a potential breach of academic integrity will be addressed in accordance with the Academic Integrity Policy (QA180).
- c. Academic Integrity Breaches
  - An academic integrity breach may include dishonest behaviour in assessment, such as copying, misrepresentation of identity, cheating and plagiarism.
  - EIT will take any instance of academic integrity breach seriously. Penalties will range from a warning to suspension from the programme. Any instance of academic integrity breach will be recorded on a student's file.
- d. Copyright
  - Breaching copyright is a form of academic integrity breach.
  - Copyright is the exclusive right given to an owner of an original work under the Copyright Act 1994. Copyright protects the manner in which an idea is expressed or information is conveyed by allowing the owner to control certain activities related to the use and dissemination of the work.
  - It is the student's responsibility to ensure that they acknowledge the source of any copyrighted content.
  - It is the student's responsibility to ensure that they only copy material in accordance with the regulations in the Copyright Act 1994. Information about copyright rules is located on the Library and Learning Services website.
- e. Plagiarism
  - Plagiarism is a form of academic integrity breach.

- Plagiarism is the presentation of another's writing, data, language, ideas, images, graphics, artwork, designs, figures or intellectual property as one's own without appropriate citation or acknowledgement. It may include:
  - Presenting another person's work as one's original creation in an assessment.
  - Presenting as original one's work from a previous assessment.
  - Using another person's ideas without appropriate citation or acknowledgement.
  - Failing to use quotation marks to indicate another person's words.
  - Using images without consent or proper acknowledgement.

#### 4.1.11 Attendance

- a. Active participation in classes, coursework and online activities is directly linked to learning success. Therefore, students should arrive on time for classes and other learning activities, stay for the whole time, and complete any recommended learning on the online learning platform. The most value may be gained from a learning experience if students take responsibility for their learning.
- b. Regulations regarding attendance and reporting of absences are communicated at the beginning of a course/programme.

#### 4.1.12 Conduct in Examinations and Tests

- a. During examinations and formal tests used for summative assessment, students must comply with all directions given by the examination supervisor and all instructions to students set out on the examination materials or displayed in the examination room.
- b. During examinations and formal tests used for summative assessment, students must:
  - Keep their Student Identification Card or approved photographic identification displayed throughout the examination.
  - Not enter the room more than 30 minutes after the time set for the commencement of the examination or test, excluding reading time.
  - Not leave the room until at least 45 minutes of the time set for the examination or test have elapsed, and do so only with the permission of the examination supervisor and upon handing in their script.
  - Not leave the room during the final 15 minutes of the examination or test.
  - Not begin any writing (answers or notes) during specified reading time or before the examination supervisor announces that writing may commence.
  - Not continue writing after the examination supervisor has announced that writing time has expired.
  - Not communicate with any person other than the examination supervisor.
  - Not disturb, distract or adversely affect any other student.

#### 4.1.13 Use of Electronic Devices and Mobile Phones in Examinations and Tests

- a. No electronic communication device may be used during an examination or test (including but not limited to a laptop, tablet, mp3/mp4 player, programmable watch). Such electronic communication devices are not permitted on a student's

person or in adjoining areas (e.g. toilets).

- b. A device that is brought into the room must be switched off and left with the student's personal belongings, as directed by the examination supervisor.
- c. Where an examination or test is designated "calculator permitted" or "dictionary permitted", the device used must be electronic, genuinely portable and self-powered, noiseless and with no audible alarms activated. Students may be required by an Examiner to bring only a dedicated calculator. Mobile phones with calculator applications or functions will not be permitted. Where digital devices are permitted, they must be operated in silent and flight mode.
- d. No supplementary material related to the use and operation of the device will be permitted in the examination room other than spare batteries. In all cases, it is the responsibility of the student to maintain the operation and operating power of the device.
- e. Mobile phones must be switched off at all times during examinations unless permitted under clause c. above.
- f. Where a dictionary is permitted, it must not be annotated in any way.

#### 4.1.14 Authorised Material in Tests and Examinations

- a. During the period of a test or examination, a student must not be in possession of any written or printed material except by direction of the examination supervisor.
- b. All paper used during a test or examination must be handed to the examination supervisor before the student leaves the examination room.
- c. Where a test or examination is designated "Open Book", students may take into the room any written or printed material, such as books, Acts, etc., and this material will not be checked.
- d. Where a test or examination is designated "Restricted Book", students may take into the room only material specified by the Examiner, and that material may not be annotated, written or typed upon, or otherwise marked.
- e. Where a test or examination is designated "Restricted Book may be written", students may take into the room only material specified by the Examiner, and that material may be annotated, written or typed upon, or otherwise marked as appropriate to the context.
- f. All books and paper not approved for use in a test or examination, along with any additional personal belongings brought to the room, must be left in the part of the room specified by the examination supervisor.

#### 4.1.15 Use of Computer Facilities

- a. EIT has an information technology system that supports a range of systems and services. IT Services operate and maintain the system. Students enrolled at EIT are able to use these systems. Before accessing computer systems, students need to understand and agree to the terms and conditions of the Student Computer Usage Policy (QC171).
- b. Students must comply with the Student Computer Usage Policy (QC171).

#### 4.1.16 Breach of EIT Regulations

- a. Any concern or complaint about a potential breach of EIT regulations by a student(s) will be addressed in accordance with the Student Concerns and Formal Complaints Procedure and/or the Student Disciplinary Procedure.



- b. Any concern or complaint relating to staff behaviour/performance will be addressed in accordance with EIT's Unacceptable Behaviour Policy (QH142) and related staff disciplinary processes.
- c. Penalties for breaching EIT regulations may include the following:
  - Restitution for damaged, lost or stolen EIT property to cover the cost of replacement or repair, noting that EIT property includes computer and system software and hardware.
  - A fine of no more than \$500.
  - Suspension from all or part of the programme until the complaint has been investigated and a decision has been made regarding a penalty.
  - Suspension from all or part of the programme for a period of time.
  - Expulsion from all or part of the programme.
- d. Suspension or expulsion may also be applied as a penalty for not paying restitution or a fine by the due date.
- e. A student who has been suspended will not be entitled to re-enrol or receive any assessment results during the period of suspension.
- f. A student who has been expelled will not be entitled to re-enrol or receive any assessment results.

## Part 5 EIT Responsibilities to Students

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### 5.1.1 Students of EIT can reasonably expect to:

- Receive accurate information about all key aspects of a course/programme, including all relevant costs, before enrolment.
- Receive accurate information on all key aspects of each course/programme to be provided within the first week of the start date, including course information, course/programme dates, dates and weighting of summative assessments, and information on textbooks, equipment, uniforms, examination fees, etc.
- Be taught effectively by educated, competent and skilled staff qualified in the relevant learning area.
- Have access to information about their academic progress, including results of assessments and copies of examination scripts (in accordance with the Official Information Act 1982 and 1987 Amendments).
- Have complete access to their student file within a reasonable time from the date of request.
- Receive a copy of their academic record on request.
- Be granted class time to make an official representation on behalf of the student body.
- Contribute to the evaluation of tutoring and course planning where appropriate.

### 5.1.2 In compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, students of EIT can expect to:

- Receive accurate information about student support services and staff members that can help in specific areas.
- Have access to staff to discuss problems.
- Have access to learner support and wellbeing services.
- Have access to adequate resources to support their study.
- Be free from sexual harassment or coercion by staff or other students.
- Have access to information about the appeals process.

### 5.1.3 In compliance with the Privacy Act 2020 and Health Information Privacy Code 1994, students can expect EIT staff:

- To treat all personal information as confidential unless the student concerned gives written permission to do otherwise.
- Not to access a student's medical records unless the student concerned gives permission to do so for purposes of supporting the student in terms of their learning and safety.
- To be aware of processes to be followed in the event of requests for reassessment, special consideration or appeal.

### 5.1.4 EIT meets the requirements of the Health and Safety at Work Act 2015, and is committed to ensuring, so far as reasonably practicable, the health and safety of all staff, students and others who visit EIT.

In compliance with the Health and Safety at Work Act 2015, students can expect EIT to:

- Provide a safe and healthy environment, plant and systems.

- Provide relevant information, training, instructions or supervision.
- Provide access to facilities that support staff and student welfare.
- Enable staff and student participation in health, safety and wellbeing activities.
- Actively manage hazards and incidents within the EIT community.
- Notify students about any serious illness, injury or near miss.

5.1.5 In terms of assessment, students can expect:

- Assessments to be marked and returned within a reasonable time.
- Feedback regarding academic performance on a regular basis.
- Reconsideration of a marked summative assessment, where regulations allow.
- Staff to retain copies of student work for moderation purposes, where required.

5.1.6 Concerns and Complaints

A student who has a concern or wishes to make a complaint about any aspect of their experience at EIT should follow the Student Concerns and Formal Complaints Procedure.

## Part 6 Terms and Definitions

This section informs the Regulatory Framework and associated QMS documents through the definition of terms used. Generally, definitions will align directly with government agency terminology. Some EIT specific relevant terms are included.

Only terms and definitions used in this document are included.

EIT specific Terms	Definition
(Executive) Dean	The person appointed by the Business Division Lead as the head of the Faculty responsible for the delivery of specified programmes and courses.
Manager	Manager, Head of School, Assistant Head of School or Non-Executive Director, Dean ( <i>Overseas Delivery e.g. ZYU</i> )
Programme Coordinator	The academic staff member responsible for the management and academic development of a programme.
Senior Manager	Executive Director, Executive Dean, Campus Director

Term	Definition
Academic Integrity	replaced TKM Part 9 Glossary of Terms
Academic Integrity Breach	Any act or omission by a student which breaches academic guidelines, rules or regulations or the specific requirements of a programme or course (formerly known as 'academic misconduct').
Accreditation	The status awarded under the Education and Training Act 2020 when an education provider has shown that it is capable of delivering an approved programme leading to a qualification on the New Zealand Qualifications Framework (NZQA).
Achievement Standards	replaced TKM Part 9 Glossary of Terms with Assessment standard
Advanced Standing	replaced TKM Part 9 Glossary of Terms <i>Award of a set of pre-approved prior learning credits to allow entry to a programme with exemptions for identified courses</i>
Aegrotat Pass	replaced TKM Part 9 Glossary of Terms
Assessment	The collection and evaluation of evidence to establish the level of a student's performance.
Award (n)	replaced TKM Part 9 Glossary of Terms

Term	Definition
Business Division Lead	The person appointed by the Te Pūkenga Chief Executive to manage the academic and administrative affairs of the institution as required under legislation.
Compulsory Courses	The courses that must be taken within a programme of study in order to meet the qualification requirements.
Conceded Pass (= Restricted Pass (TKM))	Awarded where a student who has otherwise reached an acceptable standard in the programme has narrowly failed one course thus affecting his or her ability to complete the qualification.
Conditional Pass (= Grade Pending (TKM))	Awarded subject to the satisfactory completion of an agreed portion of work or assessment where a student has narrowly failed to meet the required academic standard. Where a conditional pass has been granted for a particular course, the course will not be credited until the pass has been confirmed following the satisfactory completion of the agreed portion of work or assessment.
Conjoint Programme	An institutional or an inter-institutional arrangement which provides for two programmes to be completed simultaneously, in a shorter timeframe than would be required to complete the individual programmes consecutively.
Consent and Moderation Requirements (CMR)	<p>An approved document listed on the <a href="#">Directory of Assessment Standards</a> (DAS) that sets out, for the standards listed in its scope,</p> <ul style="list-style-type: none"> <li>the nature of the process for granting consent to assess</li> <li>involvement of the Standard Setting Body (SSB) and others in the process</li> <li>requirements for Consent (industry or sector-specific requirements for granting organisations consent to assess against standards in the scope of CMR)</li> <li>moderation requirements (the national external moderation process on which organisations with consent to assess will need to engage (NZQA)).</li> </ul>
Consent to Assess	Allows organisations to assess unit or achievement standards and award credit for them. Consent to Assess can be for individual standards or all the standards up to a specified level in a domain listed on the DAS. (NZQA)
Co-requisite	A specified course that must be undertaken in conjunction with another course to gain credit within a programme of study.

Term	Definition
EIT Board	Prior to 1 November 2022 was the governing body of EIT as defined by the Education and Training Act.
Course	The smallest component of a qualification that contributes credit toward the completion of the qualification. Other terms used to describe a course include 'unit', 'paper' and 'module' (TEC).
Credit	replaced TKM Part 9 Glossary of Terms
Credit Transfer	replaced TKM Part 9 Glossary of Terms
Cross Credit	replaced TKM Part 9 Glossary of Terms
Directory of Assessment Standards (DAS)	Lists all quality assured unit and achievement standards, known collectively as 'assessment standards' (NZQA)
Elective Course/s	Course/s selected from a range stated in the programme regulations to meet qualification requirements. (Note: not all programmes have elective courses).
Entry Criteria	The criteria for admission to a specific programme of study as set out in the related Programme regulations.
Excluded Student	A student who has been removed from a course or programme and is not permitted to re-enrol without the prior permission of the institute.
Exemption	Recognition (but not a cross credit) for a substantially equivalent prescribed course for which the student may then choose an alternative course of study. Recognition of a course that is substantially equivalent to a prescribed course. No academic credit is awarded. The student must then choose an alternative course.
Extension	A written agreement between a student(s) and tutor/lecturer/facilitator for a piece of assessment to be submitted late - at an agreed, specified date - usually on medical or compassionate grounds. Supporting information/evidence (e.g. medical certificate) may be required.
Formative Assessment	Assessment that facilitates learning and allows students to obtain feedback on progress and levels of skills and/or knowledge acquired without contributing to a final grade.
Impaired Performance	Applies when a student believes that their performance in, or preparation for, an assessment task or activity that occurred at a fixed time and place has been seriously impaired due to exceptional circumstances beyond the student's control. Circumstances considered 'exceptional' may include illness, injury, bereavement, family crisis, or other serious

Term	Definition
	circumstances.
Institute	An educational institute constituted under the Education and Training Act.
International English Language Testing System (IELTS)	A series of standardised tests of English language proficiency used widely in higher education, immigration and employment.
Level	as per TKM
Major	Identifies a substantial component of an approved qualification (usually a degree) and is part of the approved title of the qualification. The outcome statements for different majors within a degree will be different. The Programme Regulations must specify the specific courses and credits required for the award of the major. Normally 120 credits across levels 6 and 7 are specified.
Merit	Recognition of above average performance in a course or programme where a student exceeds the requirements for a pass. Details are written in the programme regulations.
Moderation	The process of confirming that assessment activities are fair, valid, reliable and consistently applied both internally and externally across a number of assessors or assessing institutions.
Mode of Delivery	The way in which learning experiences, including content and context, resources, staff, teaching and learning strategies and assessment activities, are delivered (NZQA definition).
Module	Refer to “Course”.
New Zealand Qualifications Authority (NZQA)	as per TKM
New Zealand Qualifications Framework (NZQF)	as per TKM
Paper	Refer to “Course”.
Plagiarism	A form of academic integrity breach whereby someone else’s work, designs or ideas are presented as if they were one’s own original work, without clear acknowledgement of the original source.
Policy	A written statement that provides direction, sets parameters and defines the expected practices/outcomes for significant activities of an institution.
Prerequisite	A specified course that shall be successfully completed before a



Term	Definition
	student is permitted to proceed to another course.
Programme of Study	as per TKM
Programme Approval	A process, defined by an institute, whereby a proposed or changed programme is approved either internally or by NZQA.
Programme Documentation	The documentation that contains the curriculum, programme regulations, capability document and funding requirements that make up a programme of study leading to a qualification.
Programme Regulations	The set of regulations for a programme of study that meets the requirements specified by NZQA. Refer to 'Guidelines for approval of programmes of study leading to qualifications listed on the New Zealand Qualifications Framework and accreditation of tertiary education providers' at <a href="http://www.nzqa.govt.nz">http://www.nzqa.govt.nz</a> .
Provider	The tertiary education institution registered to deliver programmes of study leading to qualifications
Qualification	as per TKM
Quality Management System (QMS)	Coherent management activity that ensures quality policies and objectives are set, implemented and evaluated (NZQA).
Reassessment	This entails the completion of an assessment that is similar but not identical to the original summative assessment, which targets the same learning outcomes as the original.
Recognition of Prior Learning (RPL)	as per TKM
Reconsideration of Assessment	The investigation into the marking of an assessment task when a student has reason to believe the grade or mark does not reflect the standard of performance demonstrated in the item of work submitted.
Recount	A check of the calculation of marks recorded by assessors.
Re-mark	The marking of an item of assessment by a subject specialist other than the academic staff member who initially marked the item, independent of the original marking, followed by a recalculation of the final grade where appropriate.
Research	An intellectually controlled investigation that leads to advances in knowledge through the discovery and codification of new information or the development of further understanding about existing information and practice (shortened version of the NZQA definition. For a full definition refer to <a href="http://www.nzqa.govt.nz">http://www.nzqa.govt.nz</a> and documentation relating to the approval and accreditation of degrees).

Term	Definition
Resit (Assessment)	An opportunity for a student to undertake an assessment task or activity for a second time (or more) within the timing of the programme or course.
Restricted Pass	Awarded where the student has narrowly failed to meet the required standard for the course and one which, when awarded, does not qualify a student to enrol in a subsequent course/programme for which a pass in the original course is a pre- requisite. As per TKM
Resubmission	The opportunity for a student to resubmit an assessment following a rework of part/s of the original assessment; usually within a short time frame and within the timing of the course or programme.
Self-assessment	The ongoing processes a tertiary education organisation uses to gain evidence of its own effectiveness in providing quality education (NZQA definition).
Special Passes	A set of passes for a course: Restricted Pass, Conceded Pass, Aegrotat Pass, Unfinished Pass which may be granted to students in exceptional circumstances at the discretion of the Academic Committee delegated committee.
Specialisation	Identifies a focus within an approved qualification that is less than that of a major, is not included in the title and does not have a unique outcome statement.
Strand	A specialisation within a qualification that represents a major component of the qualification, and is at the level of the qualification. Strands are documented through strand-specific outcomes in the graduate profile. Strands may be elective or optional and include Strand Compulsory or Strand Elective Sets. Qualification titles may include strands that recognise specific skill sets.
Student	A person enrolled in one or more courses at an institute.
Summative Assessment	Assessment activities that contribute to a student's final results for a course. Summative assessment provides students with a specific measure of their achievement in relation to course learning outcomes. Successful completion of a summative assessment demonstrates that students have met the requirements for specific learning outcomes which may lead to progression and/or completion within the programme.
TEC	Tertiary Education Commission.
Testamur	Refer "Award (n)".

Term	Definition
Training Scheme	Study or training that leads to an award but does not, of itself, lead to a qualification listed on the NZQF (NZQA).
EFTS 0.8 threshold	From 1993, following the introduction of the Student Loan Scheme, full-time status was defined as 0.8 Equivalent Full-time Student (EFTS) taken over 32 weeks or more. The Ministry developed this definition following a study of the qualification structures of a number of universities and polytechnics.

Document information – Office use only	
Document Name	Academic Regulatory Framework
Document Number	SA100
Executive	Executive Director, Student and Academic Services
Owner	Executive Director, Student and Academic Services
Developer	Senior Education Advisor - Quality
Review Frequency	12
Last Review	<a href="#">19/09/2024</a>
Next Review	<a href="#">19/09/2025</a>
Related Items	<a href="#">Click here for Related Documents (available only on Staffnet)</a>
Version history	<p><b>September 2024 changes</b></p> <p>Edits to</p> <ul style="list-style-type: none"> <li>• foreground expectations around ākonga behaviour</li> <li>• expand information on breach of EIT regulations, possible penalties, and related QMS documentation</li> <li>• separate Student Responsibilities in Part 4 and Student Rights in Part 5</li> <li>• rearrange Student Rights in terms of explicit reference to relevant Acts and Codes</li> </ul> <p><b>May 2024 changes</b></p> <p>Aligned with Te Kawa Maioorooro changes</p> <p>Deleted IAC and moved functions to Academic Committee</p> <p>Amended Membership of AC, AAC and Strategic Research Committee</p> <p>deletion of Appeals Committee</p> <p>Formulation corrected in Part 4 – ‘Wear or be in possession’ was repeated</p> <p><b>2023 changes</b></p> <p>Aligned with Te Pūkenga educational regulatory framework</p> <p>Replaced EIT Board with Te Pūkenga Academic Board Poari Akoranga or Council</p>

	<b>2021 changes</b>		
	Revisions for changes in organisation structure and changed roles		
	<b>From</b>	<b>To</b>	<b>Rationale</b>
	Academic Board	Academic Committee	Te Pūkenga Academic Board
	Council	EIT Board	
	Academic misconduct	Breach(es) of academic integrity	Preferred EIT terminology
	Eastern Institute of Technology	Eastern Institute of Technology Ltd	Company change 1 April 2020
	References to Education Act 1989 or 1990	Either Education and Training Act 2020; or 'legislation'; or deleted	Superseded legislation Will need further work for specific legislation impacts
	1.1.8, 1.3.5 and 1.3.7 and 1.4.3	Removed DCE	Non-replaced position
	1.3.3	Removed annual objective setting by DCE	Non-replaced position
	1.3.7 (Secretarial support will be provided by central Academic Administration)	removed	Confuses 1.3.4
	3.2.3 NZQF	NZ qualification framework	Spelt out acronym; took out link
	3.7.15 dep CE	ED SAS	Non replaced position ED SAS delegated responsibility for complaints

