

Universal College of Learning Meeting of Council Agenda Part I

Date: Wednesday 28 June 2017 at 10.45am

Venue: Room 3.0.02 Palmerston North Campus

Procedural Note:

1. Council has the ability to make its 'own' procedures and has adopted Model Standing Orders for Meetings of Public Bodies (MP 9204:1993) with Sections 2.24.8, 2.24.9 and 2.24.10 replaced by its own procedure.
2. The Council Chair presides throughout the meeting and at law has the right to cast both a deliberative vote and a casting vote.
3. Council has agreed to shift meeting facilitation to a Committee Chair if the matter is the province of that Committee.
4. Voting at these combined meetings shall be decided by majority of Council members present (who are eligible to vote).

BUSINESS	PAPER	PAGE	RESOLUTION
1. Standing Matters	- Apologies Chair		(a) Receive
	- Disclosures of Interest (Part I) Chair		(a) Receive disclosures. (b) Decide if Councillor remains.
	60/17 Confirmation of Minutes Part I of 31 May 2017 Chair	3	(a) Approve
	- Matters Arising Chair		(a) Receive
2. Reporting	- Chairperson's Report Chair		(a) Receive
	61/17 Finance Report Summary – month ended 31 May 2017 CFO	7	(a) Receive
	62/17 Academic Report CE	8	(a) Receive (b) Approve Academic Statute
3. Health and Safety	63/17 Health and Safety Report CE	84	(a) Receive
4. Inwards Correspondence	64/17 Office of Hon Paul Goldsmith, 23 May 2017 <i>Annual Report 2017</i> Chair	86	(a) Receive
5. Council Matters	- Items for Next Part I Agenda Chair		
6. General Business	- Items of General Business Chair		
7. Standing Matters	- Papers available for review – Academic Board Papers from the 9 May 2017 Meeting Chair		
	- Supplementary matters for Part II Chair		
	- Moving into Part II Chair		

Next Meeting: Wednesday 26 July 2017, Room 3.0.02, Palmerston North Campus

SCHEDULE 2A, SECTION 48 LOCAL GOVERNMENT OFFICIAL INFORMATION AND MEETINGS ACT 1987

1. The Council Chair recommends that the public be excluded from the following parts of proceedings, namely, agenda items [8] to [14].

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under Section 48(1) of the Local Government Official Information and Meetings Act for the passing of this resolution are as follows:

General subject of each matter to be Considered	Reason for passing this Resolution in relation to each matter	Ground(s) under Section 48(1) for the passing of this Resolution
Standing Matters Confirmation of Minutes Part II of 31 May 2017 Matters Arising – Part II Action List of 31 May 2017	Result in disclosure of matters that Council had decided it had good reasons for withholding	For those reasons identified by the Council in its meeting on 30 October 2007
Strategic Discussion Product / Market re-definition – Centres of Excellence	Enable the institution to carry on without prejudice or disadvantage commercial activities	For those reasons identified by the Council in its meeting on 30 October 2007
Reporting Chairperson's Report Chief Executive's Report FBEI Humanities and Business Report Stakeholder Engagement Update Report Interim Finance Report pe 31 May 2017	Enable the institution to carry on without prejudice or disadvantage commercial activities	Section 48(1)(a)(ii) of the Local Government Official Information and Meetings Act 1987 and Section 9(2)(i)(h) and (j) of the Official Information Act 1982
People and Safety Monthly Health and Safety Report	Enable the institution to carry on without prejudice or disadvantage commercial activities	Section 48(1)(a)(ii) of the Local Government Official Information and Meetings Act 1987 and Section 9(2)(i)(h) and (j) of the Official Information Act 1982
General Business	Enable the institution to carry on without prejudice or disadvantage commercial activities	Section 48(1)(a)(ii) of the Local Government Official Information and Meetings Act 1987 and Section 9(2)(i)(h) and (j) of the Official Information Act 1982
Council Matters Standing Matters	Enable the institution to carry on without prejudice or disadvantage commercial activities	Section 48(1)(a)(ii) of the Local Government Official Information and Meetings Act 1987 and Section 9(2)(i)(h) and (j) of the Official Information Act 1982
Supplementary Matters	Identify and describe appropriate ground generally under Section 9 of the Official Information Act except Section 9(2)(g)(i)	Section 48(1)(a)(ii) of the Local Government Official Information and Meetings Act 1987 (identify the applicable ground from the Official Information Act Section 9(2) of the Official Information Act 1982) (not being Section 9(2)(g)(i))

This Resolution is made in reliance on Section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest(s) protected by Section 6 or Section 7 of that Act or Section 6, Section 7 or Section 9 of the Official Information Act 1982, as the case may require, which would be prejudiced by the holding of the relevant part of the proceedings of the meeting in public (give particulars).

The Council Chair moves that the following members of the public remain for Part II being staff of the institution who are not Council members, namely: Leeza Boyce, Darryl Purdy, Maree Pritchard, Jerry Shearman, Arthur Chin (Item 68/17), Teina Mataira (Item 68/17), Gianetta Lapsley (Item 68/17), Dean Rankin (Item 69/17).

Note: Section 48(4) provides that every resolution to exclude the public shall be out at a time when the meeting is open to the public and the text of that resolution (or copies thereof) shall:

- (a) Be available to any member of the public who is present; and
- (b) Shall form part of the minutes of the local authority.

Universal College of Learning Meeting of Council

31 May 2017

PART I MINUTES

Room L-01, Wairarapa Campus

Present: M Inglis (Chairperson), V Atmore, L Bradnam, L Hapeta, P Jefferies,
L Southey

In Attendance: L Boyce, M Pritchard (Council Secretary)

ITEM 1: STANDING MATTERS

Apologies

B Vanderkolk

- 1/1 IT WAS MOVED (L Bradnam) AND SECONDED (L Southey)
THAT THE APOLOGY BE RECEIVED.

CARRIED

45/17 Confirmation of the Part I Minutes of the Council Meeting dated 3 May 2017

- 1/2 IT WAS MOVED (L Southey) AND SECONDED (L Bradnam)
THAT THE PART I MINUTES DATED 3 MAY 2017 BE ACCEPTED
AS A TRUE AND ACCURATE RECORD.

CARRIED

Matters Arising

There were no matters arising.

ITEM 2: REPORTING

Chairperson's Report

The Chairperson had no items to report.

46/17 Finance Report Summary – month ended 30 April 2017

- 1/3 IT WAS MOVED (M Inglis) AND SECONDED (V Atmore) THAT
THE FINANCE REPORT SUMMARY MONTH ENDED 30 APRIL
2017 BE RECEIVED.

CARRIED

Moving into Part II

- 1/4 IT WAS MOVED (M Inglis) AND SECONDED (L Southey) THAT THE MEETING MOVE INTO PART II AS PER THE ATTACHED SCHEDULE OUTLINING THE REASON FOR EACH AGENDA ITEM.

CARRIED

10.29am – Mr Darryl Purdy and Mr Jerry Shearman joined the meeting.

ITEM 1: STANDING MATTERS

Disclosures of Interest (Part I)

Councillor Atmore declared an interest as part of the Executive team at Tru-Test Limited.

ITEM 2: REPORTING

47/17 Academic Report

- A good initial outcome was noted concerning the Tertiary Education Commission (TEC) Audit.
- The Dis-establishment of the Educational Delivery Innovation (EDI) faculty is recommended by Academic Board.
- Council acknowledged the 100% pass rate for the Whanganui and Palmerston North nursing graduates who sat State Final Examinations in March.

- 1/5 IT WAS MOVED (L Bradnam) AND SECONDED (P Jefferies) THAT COUNCIL:

- i) RECEIVES THE ACADEMIC REPORT; AND
- ii) APPROVES ACADEMIC BOARD'S RECOMMENDATION TO DIS-ESTABLISH THE EDUCATIONAL DELIVERY INNOVATION (EDI) FACULTY EFFECTIVE FROM 16 MARCH 2017, AND RESOLVES THAT ALTHOUGH EFFECTIVE IMMEDIATELY, IN DUE COURSE ALL STATUTES, POLICIES AND PROCEDURES ARE TO REFLECT THE CHANGE.

CARRIED

48/17 Health and Safety Report

- Councillor Vanderkolk has provided input into the Health and Safety Council Spokesperson Terms of Reference. The final bullet point to be amended to read:-
 - Speak on behalf of UCOL and the UCOL Council on health and safety matters, including to the press **with agreement from the Chairperson of Council**, and with support from the Director Public Relations and Communications.
- It was agreed to appoint Councillor Vanderkolk to the Health and Safety Council Spokesperson Role.

- 1/6 IT WAS MOVED (V Atmore) AND SECONDED (L Hapeta) THAT COUNCIL:-
- i) RECEIVES THE HEALTH AND SAFETY REPORT;
 - ii) APPROVES THE TERMS OF REFERENCE FOR THE HEALTH AND SAFETY COUNCIL SPOKESPERSON ROLE WITH INCLUSION OF THE ABOVE AMENDMENT;
 - iii) APPOINTS COUNCILLOR VANDERKOLK TO THE HEALTH AND SAFETY COUNCIL SPOKESPERSON ROLE.

CARRIED

ITEM 3: COUNCIL MATTERS

Items for Next Agenda

There were no items for the next agenda.

ITEM 4: GENERAL BUSINESS

There were no items of General Business.

ITEM 5: STANDING MATTERS

Papers Available for Review:

Academic Board Papers from the 9 May 2017 meeting were available for review.

Supplementary Matters for Part II

There were no supplementary matters for Part II.

Moving into Part II

- 1/6 IT WAS MOVED (M Inglis) AND SECONDED (L Southey) THAT THE MEETING MOVE BACK INTO PART II AS PER THE ATTACHED SCHEDULE OUTLINING THE REASON FOR EACH AGENDA ITEM.

CARRIED

Signed:

Date:

SCHEDULE 2A, SECTION 48 LOCAL GOVERNMENT OFFICIAL INFORMATION AND MEETINGS ACT 1987

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Standing Matters Confirmation of Minutes Part II of 03 May 2017 Matters Arising – Part II action List as of 03 May 2017	Result in disclosure of matters that Council had decided it had good reasons for withholding	For those reasons identified by the Council in its meeting on 30 October 2007
Discussion	Enable the institution to carry on without prejudice or disadvantage commercial activities	Section 48(1)(a)(ii) of the Local Government Official Information and Meetings Act 1987 and Section 9(2)(i)(h) and (j) of the Official Information Act 1982
Strategic Discussion Wairarapa Campus	Enable the institution to carry on without prejudice or disadvantage commercial activities	Section 48(1)(a)(ii) of the Local Government Official Information and Meetings Act 1987 and Section 9(2)(i)(h) and (j) of the Official Information Act 1982
Reporting Chairperson's Report Chief Executive's Report Te Waka Hourua Progress Report FBEI Health Science Self-Assessment Report Council Secretary's Report Te Puna Location Report Insurance Update Report Interim Finance Report – pe 30 April 2017	Enable the institution to carry on without prejudice or disadvantage commercial activities	Section 48(1)(a)(ii) of the Local Government Official Information and Meetings Act 1987 and Section 9(2)(i)(h) and (j) of the Official Information Act 1982
Correspondence	Enable the institution to carry on without prejudice or disadvantage commercial activities	Section 48(1)(a)(ii) of the Local Government Official Information and Meetings Act 1987 and Section 9(2)(i)(h) and (j) of the Official Information Act 1982
Health and Safety Monthly Health and safety Report	Enable the institution to carry on without prejudice or disadvantage commercial activities	Section 48(1)(a)(ii) of the Local Government Official Information and Meetings Act 1987 and Section 9(2)(i)(h) and (j) of the Official Information Act 1982
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Supplementary Matters	Identify and describe appropriate ground generally under Section 9 of the Official Information Act except Section 9(2)(g)(i)	Section 48(1)(a)(ii) of the Local Government Official Information and Meetings Act 1987 (identify the applicable ground from the Official Information Act Section 9(2) of the Official Information Act 1982) (not being Section 9(2)(g)(i))

This Resolution is made in reliance on Section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 and the particular interest(s) protected by Section 6 or Section 7 of that Act or Section 6, Section 7 or Section 9 of the Official Information Act 1982, as the case may require, which would be prejudiced by the holding of the relevant part of the proceedings of the meeting in public (give particulars).

The Council Chair moves that the following members of the public remain for Part II being staff of the institution who are not Council members, namely Leeza Boyce, Darryl Purdy, Jerry Shearman, Maree Pritchard, Penny O'Leary (Item 53/17), Maria McKenzie (Item 58/17).

Note: Section 48(4) provides that every resolution to exclude the public shall be out at a time when the meeting is open to the public and the text of that resolution (or copies thereof) shall:

- (a) Be available to any member of the public who is present; and
- (b) Shall form part of the minutes of the local authority.

Part I

Finance Report Summary

28 June 2017

1.0 Recommendation

It is recommended that Council:

1. Receives the Finance Report Summary for the month ended 31 May 2017.

2.0 Finance

Summarised Finance Report for the Period Ended 31 May 2017

The following table provides an overview of UCOLs' 2017 financial performance to date and compares this against budget.

May 2017	Note	2017 Year to Date Actual \$000	2017 Year to Date Budget \$000	Variance \$000
Revenue	1	\$40,654	\$41,576	(\$922)
Expenditure	2	\$19,653	\$20,209	\$556
Net surplus	3	\$21,001	\$21,367	(\$366)
Capital Expenditure	4	\$140	\$695	\$555
Working capital	5	226%	235%	(9%)
Cash In/Cash Out		119%	115%	4%
Current Monetary Assets (000's)	6	\$11,355	\$10,766	\$589
Debt/ Equity Ratio		4.4%	4.4%	0.0%

Notes:

1. Revenue is behind budget due to the timing and mix of enrolments.
2. Expenditure is better than budget due to the timing of teaching resources.
3. Net Surplus is behind budget due to the timing and mix of enrolments.
4. CAPEX is behind budget due to timing of capital projects.
5. Working capital is behind budget due to current liability items being over budget, with the most significant item being revenue received in advance.
6. Cash is better than budget due to the timing of operating and capital expenditure.

Leeza Boyce
Chief Executive

Date: 23 June 2017



Part I

Academic Report

28 June 2017

1.0 Recommendation

It is recommended that Council:

1. Receives the Academic Report;
2. Approves the 2017 Academic Statute.

2.0 Executive Summary

This report will focus on key strategic story areas such as; moving UCOL to a preferred provider, highlighting student success and strategies towards this aim, key stakeholder collaborations, and our pathway to becoming a high performing institution.

The report will also include a performance snap shot of the Faculties (at the higher levels) for a particular point in time. Reporting will change depending on the time of the year and the focus at that time. Early in the year the focus will be on applications, enrolments, and conversion against year-end targets (in comparison to performance which has previously been reported to Council at this time of the year).

3.0 Academic Board

This Academic Report refers to the 9 May 2017 Academic Board meeting. The approved minutes of this meeting are attached to this report (Ref: [Appendix I](#)).

UCOL continues work with the Tertiary Education Commission (TEC) on the publishing of the Key Information Set (KIS) data. This is a defined set of information published for all provider programmes to inform learner choice. Several providers including UCOL are required to formally 'close' old, no longer used qualifications / programmes that have remained on the TEC database of qualifications. TEC has not had any business rules or requirements to formally close unused qualifications up to this point but this is now required as the old qualifications will otherwise feature to the public and create confusion. The Academic Board considered the application and list of qualifications in question, and required a much deeper level of analysis from faculty

about the status of each qualification proposed to 'close'. This was to ensure minimal risk to past students. This would be returned to the June meeting of the Board.

The Faculty Board of Educational Improvements (FBEI) meeting minutes were received from Humanities and Business (16 March 2017), and Engineering and Applied Technologies (31 March 2017). The detailed approach to qualitative discussions at FBEI meeting recorded in minutes was acknowledged.

The Academic Approvals Committee minutes and decisions for the meeting of 4 April 2017 was received. The following new programmes were approved:

- The **New Zealand Certificate in Information Technology Essentials Level 4** programme and courses
- The **New Zealand Certificate in Computing (Intermediate User) Level 3** programme and Courses
- The **New Zealand Diploma in Information Technology Technical Support Level 5** programme and Courses

The Committee received correspondence on the NZQA approval and accreditation of the following programmes to be taught in 2017:

- New Zealand Certificate in Study and Career Preparation Level 4
- New Zealand Certificate in Business (Small Business) Level 4 (replacing half of the UCOL local provider qualification Certificate in Business)
- Training Scheme: Certificate in Practical Cookery Level 3 – a limited credit programme to be offered at Whanganui Prison and designed in consultation with the prison personnel to meet the students' specific needs and the prison context.
- The New Zealand Certificate in Health and Wellbeing Level 3

The Academic Statute revision incorporating small remaining adjustments from 2016 was received and approved at the June 2017 Academic Board meeting. Council approval of the Academic Statute and changes is sought (ref: [Appendix II](#)). The full revised Academic Statute is attached (ref: [Appendix III](#)).

3.1 UCOL Partners

3.1.1 Horowhenua Learning Centre (HLC) (Levin)

Nil to report.

3.1.2 Training For You (Whanganui)

Nil to report.

3.1.3 Community Education Services (CES) (Whanganui)

Nil to report.

3.2 Policy Reviews

Completion of some final adjustments are being made to the Academic Statute and publication of the Enrolment Policy and Procedure (to be received at the June Academic Board meeting).

The Educational Quality Sub Committee has completed and closed most actions arising from its monitoring of the recommendations resulting for the effectiveness reviews of academic policy (undertaken in mid-2016). The Quality team are following up with the assigned role responsible for the remainder of the actions, aiming to fully complete by mid-year 2017.

3.3 Quality

An update on progress with the independent check of the External Evaluation Review (EER) outcome was provided. The final EER Report will be submitted to the next Academic Board meeting in July, accompanied by the action plan to address the Recommendations.

An update was provided on progress of the Tertiary Education Commission (TEC) funding compliance audit which occurred from 1 to 5 May. The draft report was still to be received at the Academic Board at this point.

3.4 Academic Approvals Committee (AAC)

The meetings and decisions of the AAC are noted in the Academic Board minutes and 3.0 (above) Academic Board.

4.0 Faculty Board of Educational Improvement (FBEI) Meetings

This report aligns with the four pillars of the UCOL Strategic Story 2015-2018.

4.1 Individuals choose UCOL as their preferred provider of learning

The Transition Space continues to grow. Dual Pathways programmes are showing enrolments for the first time and we expect these to grow through until the middle of Semester 2. The approach has moved to a collaborative model with Schools, based on the achievement of NCEA credits. To encourage more enrolments we are focussing on 1 day rather than 2 day delivery, flexible enrolments, and closer links to Principals and Careers Advisors. The Sort It Expo was very successful with a noticeable increase in foot traffic to the UCOL stall and firm enquiries. The Semester 2 enrolment period is our current focus with new post Mandatory Review of Qualifications (MRoQ) programmes being offered for the first time across the campuses.

4.2 Our students succeed

UCOL students have had a good month for showcasing their skills and successes. The Taumarunui Graduation Ceremony was held to acknowledge and celebrate with students who graduated with the National Certificate in Carpentry (Level 4). This was the final graduation for the year for UCOL. A number of students in Food and Hospitality and the Creative areas have been recognised this month.

4.3 We collaborate with key stakeholders

The Faculty teams have attended a wide range of stakeholder events and meetings in the past month reflecting the commitment to growing links and placing students into the right programmes at UCOL. Meetings were held with Talent Central twice in May focusing on pathways for logistics and supply.

The Executive Director, Education and Applied Research represented the Chief Executive at the Institute of Technology and Polytechnics Chief Executive meeting in Wellington with the discussion including Visa applications in China and India, Applied Research Funding, and the E2E (Entry to Employment) and Perceptions Project. There were also meetings with Chris Hipkins (Labour Party Education Spokesperson), the Tertiary Education Union and the Tertiary Education Commission.

Several interesting functions were attended including a function at Horowhenua Learning Centre to acknowledge the Chief Executive Officer (Jacqui Ferrel) leaving, a National Party function with the Prime Minister, and a Principals function in Whanganui with the High Schools all represented to further discuss Dual Pathways.

The Faculties took part in a visit from a China delegation, a launch event for STEM (Science, Technology, Engineering, Maths) through the Royal Society and provided feedback for Health Workforce New Zealand on the proposed investment approach for graduate training in health.

4.4 We are a high performing tertiary education institute

The Nursing Council of New Zealand visited UCOL this month for their in cycle three yearly monitoring visit for the Bachelor of Nursing and the Short Course Competency Assessment for Registered Nurses (CAP). This was a 2 day visit across 3 campuses by 4 monitors. The verbal feedback at the conclusion of the visit was very positive with high levels of satisfaction with the programmes reported by students, stakeholder, and staff. Student Success was singled out as a strength by year 1 students. We await the written report due at the end of June.

We have introduced a process to identify new portfolio approval so that we can be more responsive to industry and student demand. The Product Portfolio Committee considered a number of applications for development in May, and will continue to do so in June. This helps us to stream portfolio for immediate development, a full business case, or to not proceed.

The Teaching and Learning Framework Policy provides Strategic direction for developing new programmes and product and enhancing current delivery, which meets UCOL's Teaching and Learning strategy. The Teaching and Learning Framework Policy is attached (ref: [Appendix IV](#)) for Council's information.

Leeza Boyce
Chief Executive

Date: 23 June 2017

i) Appendices

Appendix I	-	Academic Board Meeting 9 May 2017 Minutes
Appendix II	-	2017 Academic Statute Memo to Chief Executive
Appendix III	-	2017 Academic Statute
Appendix IV	-	Teaching and Learning Framework

Academic Board Meeting

9 May 2017

MINUTES

Room 3-0-02 Palmerston North Campus

Present: Leeza Boyce, Chief Executive (Chair); Gianetta Lapsley, Executive Director Quality; Paul Fenton, Executive Director Student Success; Jerry Shearman, Executive Director Education and Applied Research; Dean Rankin Executive Dean, Faculty of Humanities and Business and Chair Research Committee; Penny O'Leary, Executive Dean Faculty of Health Science; Nicky van der Bergh, Executive Dean Faculty of Engineering and Applied Technologies; Aaron Steele, Head of School Business and Information, Communication and Technology; Michael Mann Head of School, Applied Science and Allied Health; Danny Reilly, Head of School Construction and Engineering; Katrina Langdon, Senior Academic Leader / Programme Leader; Maria McKenzie, Campus Manager Wairarapa; Teina Mataira, Director, Māori Education; Melissa Evans, Student Representative/AS@U President.

In Attendance: Jennifer Tipene-Leach, Academic Advisor; Sue Ireland, Academic Advisor and Jannine Lacey, Personal Assistant to Director, Academic Development (Minute Taker).

ITEM 1: STANDING MATTERS

Apologies

The Chair Leeza Boyce, Chief Executive welcomed the Board members and accepted an apology from Jane Barton, Director, Academic Development.

32/17 Confirmation of the Minutes of the Academic Board Meeting dated 11 April 2017

Leeza Boyce, Chief Executive requested an amendment to Item 4: Reporting as follows:

- Amend the name of the Resource Repository programme name to Equella
- Change the last sentence of the second paragraph to read "Leeza will look into arranging a demonstration of this programme for teaching staff."
- Change the second sentence of the third paragraph to read "It is noted that training for this included in the induction process and it is important that new teaching staff understand the importance of assessment and moderation."

1. IT WAS MOVED (Dean Rankin Executive Dean, Faculty of Humanities and Business and Chair Research Committee) AND SECONDED (Michael Mann Head of School, Applied Science and Allied Health) THAT FOLLOWING AMENDMENTS NOTED ABOVE THE

MINUTES DATED 11 April 2017 BE ACCEPTED AS A
TRUE AND ACCURATE RECORD.

CARRIED

Maria McKenzie, Campus Manager Wairarapa arrived at 9.15am

Matters Arising

33/17 Action List as of 11 April 2017

The action list was reviewed and updated.

ITEM 2: DECISIONS

34/17 Programmes to be Discontinued

Gianetta Lapsley, Executive Director Quality spoke to this paper. The Tertiary Education Commission (TEC) have requested that UCOL retire the programmes listed as they have not had enrolments for the past 4 years and are unlikely to be delivered again to assist TEC with a new process named Key Information for Students (KIS). Although the list presented has been through the Executive Deans it was noted at the meeting that there may be a few of these programmes that the faculties may wish to retain or may still be in use.

To this end Gianetta Lapsley, Executive Director Quality will expand the table of programmes presented to include information that internal checks have been completed such as last date of enrolment, replacement qualification if appropriate, students still needing to complete studies etc. This list will then be circulated to Executive Deans for their approval. Once the Executive Deans have approved the list of programmes Jerry Shearman, Executive Director Education and Applied Research will liaise with Arthur Chin, Executive Director Business Development to go through UCOL process as outlined in the Programme Viability Policy.

ITEM 3: DISCUSSION PAPERS - NIL

ITEM 4: REPORTING

It was noted that the FBEI Health and Sciences did not have a report for Academic Board this month due to the timing of their FBEI Meeting being held after the Academic Board papers were distributed to the Board.

Leeza Boyce, Chief Executive requested clarification regarding the quality of UCOL's moderation and assessment as noted in the Faculty of Engineering and Applied Technologies FBEI minutes. The following discussion was had:

Jerry Shearman, Executive Director Education and Applied Research highlighted areas that need attention:

- How to make space in the tutor's diary to do due diligence
- On-boarding induction of new staff and how we present moderation and assessment along with other important requirements
- Targeting Professional Development toward assessment and moderation and other

areas of focus.

Professional Development sessions are already planned for the year covering Assessment and Moderation.

A Workload Management Tool is being developed and will be available to both academic and non-academic staff, this tool is planned for introduction around June 2017.

Jerry Shearman, Executive Director, Education and Applied Research stated that MROQ has had quite a huge impact on the amount of assessment and moderation that has had to be undertaken due to the amount of new assessments being developed. He can see that there will be marked improvement in workload in 2018.

Curriculum and Academic Services currently undertake pre-moderation of assessments for new programmes with a summary of findings to be presented at Academic Approvals Committee with feedback reported back to faculty. Assessment and Moderation is an area of focus for Professional Development over the next 12 months.

Although some assessments that have been moderated externally by ITOs have been approved there could be improvement in some cases.

Nicky van der Bergh, Executive Dean Faculty of Engineering and Applied Technologies highlighted the need for Moodle support. Gianetta Lapsley, Executive Director Quality reaffirmed that UCOL are currently still in the recruitment phase for the Learning Technologies Advisor positions (2.5FTE available). These positions will provide development and support for lecturers. Gianetta reinforced the availability of the online training modules available to staff.

35/17 FBEI Humanities and Business Report 16 March 2017

36/17 FBEI Engineering and Applied Technologies Report 31 March 2017

2. IT WAS MOVED (Danny Reilly, Head of School Construction and Engineering) AND SECONDED (Dean Rankin Executive Dean, Faculty of Humanities and Business and Chair Research Committee) THAT THE FBEI Humanities and Business Report 16 March 2017 and the FBEI Engineering and Applied Technologies Report 31 March 2017 BE RECEIVED.

CARRIED

37/17 Academic Approvals Committee Meeting Minutes for meeting held 4 April 2017

3. IT WAS MOVED (Nicky van der Bergh, Executive Dean Faculty of Engineering and Applied Technologies) AND SECONDED (Penny O'Leary, Executive Dean Faculty of Health Science) THAT THE Academic Approvals Committee Meeting Minutes for meeting held 4 April 2017 BE RECEIVED.

CARRIED

38/17 Research Committee Minutes for meeting held 7 March 2017

Jerry Shearman, Executive Director Education and Applied Research said two main issues came from this meeting, one was around PBRF and the other was around the setting up of the new ethics committee. This will be reflected on further in the next Research Committee minutes.

4. IT WAS MOVED (Michael Mann Head of School, Applied Science and Allied Health) AND SECONDED (Teina Mataira, Director, Māori Education) THAT THE Research Committee Minutes for meeting held 7 March 2017 BE RECEIVED.

CARRIED

ITEM 5: INFORMATION PAPERS - NIL**ITEM 6: CORRESPONDENCE - NIL****ITEM 7: GENERAL BUSINESS****TEC Audit Update**

Gianetta Lapsley, Executive Director Quality shared an update following the TEC Audit that occurred during the week of 1-5 May 2017. Although we are still awaiting the final report from Helen Patterson UCOL were reminded that we are to take care to only enrol students that have reasonable chance of success i.e. if a student has failed a Level 1 programme they should not subsequently be enrolled in a Level 4 programme or if a student has continuously failed to engage, they should not be further enrolled. All UCOL policies will be updated to reflect this.

The Quality team have conducted a Work Hours Evaluation and once the final report is complete it will be presented at Academic Board. However this evaluation has helped raise awareness for staff which has put UCOL in a better situation for the TEC Audit. Generally the feedback during the TEC Audit was positive.

Resource Repository

In the previous Academic Board meeting Leeza Boyce, Chief Executive suggested a system such as Equella could resolve this issue. After further discussion it was decided that any purchase would require a robust tendering process as per the Procurement Policy in conjunction with Craig Collis, Director of Information Systems & Technology. Penny O'Leary, Executive Dean Faculty of Health Science and Gianetta Lapsley, Executive Director Quality are members of the IT Steering Group and they will raise this at the next meeting.

Memo

To: Leeza Boyce, Chief Executive
From: Jane Barton – Director, Academic Development
Gianetta Lapsley – Executive Director Quality
Date: 13 June 2017
Subject: Academic Statute Sign Off

Dear Leeza

Please see attached this final draft of the Academic Statute approved by Academic Board on 13 June 2017 to go to Council for approval.

Brief Summary of Changes:

- The recommendation from Council on 16 August 2016 that a Māori representative be included in Part 4.4 Research and Knowledge Transfer Committee, Section 4.4.2 Membership has been completed.
- A further amendment to Part 4.2 Academic Board, Section 4.2.2 Membership was recommended by Andrea Craven, Lawyer that the option for External Members be removed as under Section 182 of the Act it states that the Academic Board consists only of the Chief Executive, staff and students of UCOL.

In addition clarification from Andrea Craven, Lawyer was provided regarding the use of technology for meetings e.g. video, or tele-conferencing. Though a legislative change is being worked on, currently the Local Government Official Information and Meetings Act 1987 precludes voting decisions being made by members through electronic participation. Any eventual change to this would be evaluated at the time and change proposed to meeting processes and the Academic Statute as appropriate.

The main areas of change are shown in the marked up pages following.

Following Council approval the Statute requires sign off from you and two UCOL Council members.

4.2 Academic Board

4.2.1 Purpose

The purpose of the Academic Board is to advise Council on matters relating to programmes of study or training, awards and other academic matters when requested by the Council to do so and to exercise powers delegated to it by the Council.

4.2.2 Membership

The Academic Board shall and hereby does have as members:

- a Chief Executive (Chairperson)
- b Deputy Chief Executive(s)
- c Executive Director, Education and Applied Research
- d Executive Director, Quality
- e Executive Director, Student Success
- f Director, Academic Development (Executive Officer)
- g Executive Deans of Faculties
- h Chair, Research and Knowledge Transfer Committee
- i Representative, Wairarapa UCOL
- j Representative, Whanganui UCOL
- k Director, Māori
- l Student Representative(s)
- m A Head of School from each faculty (nominated by Executive Dean)

~~n External members:~~

~~The Academic Board may appoint the following positions as external members if it so resolves from time to time:~~

~~i Up to two representatives from local industry who have a particular interest and/or experience in education, and/or research~~

~~and/or~~

~~ii One person of standing in the academic community with particular expertise in research~~

~~and/or~~

~~iii One person of standing in the Māori community with an interest in education~~

~~en~~ Officers of the Board:

- Academic Advisor(s)

~~eo~~ The Academic Board may choose to invite the following representative to attend any meeting if it so resolves from time to time:

- Council

~~ep~~ Academic Board Administrator

~~4.2.3 External members will be selected by the Chief Executive to be members of the Academic Board and appointed by the Academic Board.~~

~~4.2.4 Any external members appointed to the Academic Board or its committees will be conferred with the status of an honorary member of staff immediately preceding their appointment.~~

~~4.2.54.2.3~~ The Chief Executive (or delegate) or their nominee shall chair all meetings of the Academic Board with the Director, Academic Development being the Executive Officer.

~~4.2.64.2.4~~ The Chief Executive will appoint officers of the Academic Board from time to time as necessary.

~~4.2.74.2.5~~ Terms of Reference

- a Monitor and foster the delivery of quality programmes leading to quality assured qualifications which are valued by students, prospective employers and other stakeholders
- b Monitor that UCOL meets its Academic Quality Management Standards (developed by the Institutes of Technology and Polytechnics of New Zealand) and strives for continuous quality improvement in the design and delivery of academic programmes
- c Monitor that there are no unreasonable barriers to student entry or to their academic progress
- d Advise the Council on matters relating to programmes of study, awards and other academic matters
- e Approve, monitor and review academic policy
- f Monitor and promote excellence in UCOL's programmes
- g Monitor and promote research activities within UCOL
- h Approve curricula for programmes leading to a UCOL award
- i Foster information flows on academic matters throughout the institution
- j Receive and monitor summaries of annual self-assessment reports
- k Monitor and review programme evaluation, internal academic audit and review processes
- l Monitor and review the implementation of inter-faculty and/or cross-site moderation plans
- m Promote positive academic relationships with other organisations
- n Enhance academic freedom at UCOL as defined in the Education Act 1989
- o Deal appropriately with academic appeals and grievances
- p Monitor the award of credit from Recognition of Prior Learning and Recognition of Current Competency applications
- q Ensure assessments are consistently applied throughout the institution
- r Approve the Terms of Reference and Membership of Committees
- s Ensure that the management of academic quality is consistent with established internal standards
- t Approve UCOL's Academic Quality Management System (AQMS)
- u Receive notification of the retirement of UCOL's qualifications

~~4.2.84.2.6~~ The Academic Board may delegate those functions and exercise its powers that it considers in its discretion appropriate to the Chief Executive (including their delegates).

~~4.2.94.2.7~~4.2.7 The Academic Board will report in writing at least every three months to Council.

~~4.2.104.2.8~~4.2.8 The Academic Board shall and hereby does establish the following committees:

- i Academic Approvals Committee
- ii Research and Knowledge Transfer Committee
- iii Appeals and Grievances Committee
- iv Faculty Boards of Educational Improvement

For the avoidance of doubt, the committees in 4.2.~~10-8~~ comprise the committees appointed by Council pursuant to Section 193 of the Education Act 1989.

~~4.2.114.2.9~~4.2.9 The Academic Board shall, from time to time, review the membership of all committees in 4.2.~~10-8~~ to ensure that there is no inappropriate duplication of membership and that there are sufficient opportunities for interested staff within UCOL to participate in the work of the committees.



Academic Statute

2017

Campuses and sites at:
Palmerston North
Masterton
Whanganui
Auckland

**Academic Statute pursuant to Section 194 of the
Education Act 1989**

- A Pursuant to Section 194, the Chairperson of the Academic Board hereby confirms that the Academic Board has been consulted and advises the Council to adopt this document as Academic Statute 2017.

Signature _____ Date _____
(Chair, Academic Board)

- B Pursuant to Section 182(4) of the Education Act 1989 the Council has requested and considered the advice of the Academic Board in respect of the attached Academic Statute.

- C The Council hereby revokes the Academic Statute 2013.

- D Pursuant to Section 194(1) of the Education Act 1989 the Council hereby resolved to make the attached Academic Statute effective from the date that this resolution is passed:

Signature _____ Date _____
(Member, UCOL Council)

Signature _____ Date _____
(Member, UCOL Council)

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PART I: INTRODUCTION

1.1 The Academic Statute

- 1.1.1 This Statute is the Academic Statute of the Universal College of Learning (UCOL) and is made by Council pursuant to Section 194 of the Education Act 1989.
- 1.1.2 This Statute shall apply to the staff, students and Council of UCOL, unless the Council resolves or the Chief Executive directs that it shall not apply in the circumstances. If the Chief Executive directs that it will not apply in any situation then the Chief Executive will report that decision to the first Council meeting following the exercise of this discretion.
- 1.1.3 One of the purposes of this Statute is to prescribe the conditions under which awards of UCOL will be granted. Where a programme of study leads to an award by an external body then, in addition to meeting the requirements established by that body, that programme must satisfy the requirements of this Academic Statute.
- 1.1.4 Where a programme is subject to regulation by both UCOL and an external body other than UCOL, and there is a conflict between the provisions of this Statute and the requirement of that external body, then, unless the Council of UCOL at its discretion at any time directs otherwise, the provisions of this Statute take precedence in respect of the programme concerned.
- 1.1.5 The Council or the Chief Executive may, from time to time, direct that this Statute or any UCOL policy or any UCOL protocol or any UCOL Programme Regulations may not apply in particular circumstances. Where the Chief Executive exercises this discretionary power and the particular circumstances are not within the exclusive jurisdiction as Chief Executive then the Chief Executive will report the fact of the exercise of this discretion to the Council at the first Council meeting following the exercise of the Chief Executive discretion.

1.2 Delegations

- 1.2.1 The provisions of this Statute that refer to functions or powers of the Academic Board and committees are delegations by Council under Section 222 of the Education Act 1989 to the Academic Board and to the committees (as the case may be) and do not affect or prevent the Council performing any such function or exercising any power. The committees described as committees of the Academic Board are committees of Council appointed by Council under Section 193(3) of the Education Act 1989.
- 1.2.2 The provisions of this Statute that refer to the Chief Executive include his or her delegate. If the particular function or power is a function or power of Council, the provisions of this Statute comprise a delegation by Council under Section 222 of the Education Act

1989 to the Chief Executive and do not affect or prevent the Council performing any function or exercising any power.

- 1.2.3 Where the provisions of this Statute refer to the functions or powers of the Chief Executive (or UCOL staff) and those functions or powers are functions or powers of the Chief Executive, then the provisions of this Statute are a delegation by the Chief Executive under Section 197 of the Education Act 1989 and do not affect or prevent the Chief Executive performing any such functions or exercising any such powers.

- 1.2.4 The provisions of Schedule 13 of this Statute shall apply in respect of delegations.

1.3 Repeals and Savings

- 1.3.1 This Statute comes into force on 23 August 2016. This Statute repeals all previous Academic Statutes and amendments thereof.

- 1.3.2 All Programme Regulations existing at 23 August 2016 shall continue to apply, except as otherwise provided for in this Statute.

1.4 Precedence

- 1.4.1 Where any part of:

- The UCOL Statutes and/or Policies conflict with any other UCOL Statutes and/or Policies, and/or
- The UCOL Statutes and Policies conflict with any Programme Regulations and/or Student Handbook, and/or
- The Statutes and/or Policies conflict and/or Programme Regulations and/or Student Handbook conflict within the same document, and/or
- Programme Regulations and/or Student Handbook (and any of them), conflict with any other UCOL documents

then the Chief Executive, having regard to the need to ensure that:

- i UCOL does not discriminate unfairly against any person, and
- ii Proper standards of integrity, conduct and concern for the public interest and the well-being of students attending UCOL are maintained,

may, at the Chief Executive's option, either:

- a Decide which of the conflicting provisions takes precedence, or
- b Substitute the conflicting provisions with any other provisions that it considers best reflect the requirements for natural justice and also ensure proper standards of integrity, conduct and concern for the public interest and well-being of students attending UCOL are maintained.

1.5 Document Change

- 1.5.1 Academic Statutes at UCOL are approved by UCOL Council, after consultation with Academic Board. This Statute is Version 6. Each time this version is amended as part of UCOL's continuous improvement process, it will be allocated a sub-number to V6, eg, V6.1.
- 1.5.2 The current, definitive copy of Statute is published on UCOL's Intranet. Print copies are issued annually and are unlikely to remain current as time elapses.

PART II: GLOSSARY

2.1 Glossary/Interpretation

In this Statute the following definitions apply.

Academic Advisor means that person known by that title under direction of the Director, Academic Development, whose duties include the provision of advice and guidance on programme development and academic processes, and includes any subsequent title for that position as determined from time to time by the Chief Executive.

Academic Audit means a systematic and independent examination and evaluation to determine whether quality activities and results comply with planned arrangements and whether these arrangements are implemented effectively and are suitable to achieve objectives.

Academic Board (AB) means the Academic Board of UCOL established under Part IV of the Academic Statute and includes its committees and its duly authorised delegates.

Academic Credit means credit awarded through successful completion of assessment, and/or recognition of prior learning.

Academic Quality Management System (AQMS) means a system of clearly defined organisational structures, processes, responsibilities and resources used to assure academic quality standards.

Academic Record means a transcript recording the course titles, unit standards, credits and results awarded covering the period of the student's enrolment.

Accreditation means a process for establishing whether an organisation, through its system for the management of quality, has the capability to deliver and assess programmes.

Act means the Education Act 1989 and includes any Amendment Acts or Act passed in substitution for the Education Act 1989.

Adjunct Staff means individuals involved in the delivery of UCOL programmes through an arrangement between UCOL and another party such as a Tertiary Education provider (TEP), Private Training Establishment (PTE), government training establishment or other tertiary education provider. That individual is considered academic staff of UCOL for the purpose of delivery only.

Approval means the outcome of a process indicating that a programme has met the requirements of the Academic Board or external agency.

Approved Assessor means a person who is not a Lecturer employed by UCOL but is deemed by the Academic Board to have the authority to carry out assessment.

Assessment of Prior Learning (APL) means a process through which applicants provide evidence that is assessed to establish if they meet the aims of

a course/programme, eg, portfolio, challenge assessment (examination, practical, verbal or written), attestation and/or interview.

Associate Professor means an academic at UCOL of very high standing.

Award means a qualification awarded by UCOL, as described in the Academic Statute, Part III, or an external body authorised to award qualifications.

Campus means an operational site occupied by UCOL for the purpose of delivering education and training.

Chair means a position with that title as established by the Chief Executive.

Chief Executive (CE) means the Chief Executive of the Universal College of Learning and includes duly authorised delegates.

Compulsory Academic Requirement (CAR) means a requirement specified in the Programme Regulations which must be met by students independent of the summative assessments of any course.

Conjoint Programme means an intra-institutional arrangement which provides for two qualifications to be completed.

Consortium Partner means an organisation that has an agreement with UCOL to deliver programmes but excludes a Contract for Services.

Co-requisite means one or more specified course(s) that must be undertaken in conjunction with another course.

Council means the Council of UCOL and includes its committees and duly authorised delegates.

Course means 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' or 'module'.

Credit means the basic measure used to record the successful completion of a course by a student. For UCOL courses, one (1) credit usually equates to a minimum of ten (10) hours of student learning. 120 credits will normally be considered as a full-time, full-year workload.

Credit Transfer means a student has completed the same course as part of another programme at UCOL or at another institution or awarding authority.

Cross Credit means the award of credit for recognition of equivalent study in the context of another programme.

Deemed Approved Programme means a programme approved by a Tertiary Accord of New Zealand (TANZ) partner or another tertiary institution specifically approved by UCOL's Academic Board. A programme meeting this criterion is deemed to be approved by UCOL.

Director, Academic Development means a person holding a position with that title whose duties include the development and maintenance of academic processes and other academic management and includes their duly authorised delegate. This title includes any subsequent title for that position as determined by the Chief Executive.

Distinction means an award that may be given for a qualification where a student exceeds the requirements for a pass at a defined level and where the criteria for Distinction are clearly defined in the relevant curriculum and award documents. Where there is provision for both Distinction and Merit to be awarded, the criteria for giving Distinction for a qualification must be clearly higher than those for giving Merit.

Embedded Award means an award that a student will automatically receive after successful completion of a prescribed set of courses within a qualification for which that student has enrolled.

Endorsement of a qualification refers to a significant area of specialised study and is taken to mean a minimum of one-third of the total credits offered, as defined in the Programme Regulations. All endorsements of qualifications must be approved by the Academic Board.

Exceptional Circumstances means critical personal circumstances relating to a student's health and/or personal life that may seriously impact on the student's final result in a course/programme. These circumstances must be viewed as having either a significant effect on the student's performance in an assessment or a serious impact on the student's ability to attend, complete or submit an assessment on time. Each personal circumstance will be considered on a case-by-case basis. The final decision on all exceptional circumstances' requests will be made by the appropriate Faculty Board of Educational Improvement.

Executive Dean means the person appointed by the Chief Executive to be the Head of a Faculty within UCOL and includes their delegate.

Executive Director means the person appointed by the Chief Executive to be the Head of portfolios within UCOL and includes their delegate.

Exit Award means an award that a student may apply for after successful completion of a prescribed set of courses within a qualification when that student elects not to complete the qualification for which he or she has enrolled (Academic Statute, Part III).

External Moderator means a person external to UCOL appointed to moderate student assessments.

External Monitor means a person external to UCOL who assists in the maintenance of academic standards through regular review of an identified UCOL programme of study.

Faculties or Departments or Centres or Schools or Campuses or Sites mean operational units as directed in writing from time to time by the Chief Executive.

Faculty Board of Educational Improvement means a committee with responsibility for the academic management of a group of programmes, as established under Part IV of the Academic Statute, and includes its sub-committees and duly authorised delegates and its successors in function, irrespective of its name as directed by the Chief Executive.

Formative Assessment means an on-going process throughout the programme, where informal feedback is provided to students on their individual progress. Formative assessment forms a vital part of the learning process as it provides an

opportunity for lecturers and students to identify specific learning problems and undertake remedial work if necessary. Formative assessment includes a variety of processes, which may include a verbal or written critique of a student's work by lecturers, peers or the student. Formative assessment does not contribute to the final result.

Head of School means someone designated by the Chief Executive to lead a school of teaching staff to ensure the successful ongoing delivery of relevant, high quality programmes for UCOL students.

Insufficient progress ... after reasonable trial has meaning intended by the Education Act 1989 (Sec. 224(12)). Examples include, but are not limited to:

- A student placed on probation makes insufficient progress in his or her study,
- A student achieves no credits for one academic year,
- A student enters into a learning contract as part of his or her engagement in the programme and fails to honour that contract,
- A student does not engage in study during the academic year.

Lecturer means any person appointed to a position of this title by the Chief Executive. A lecturer may also be referred to as a tutor.

Major means a substantial component of a degree (usually at least one-third and often consisting of one subject only) selected by the individual, in accordance with the regulations, as the principal area of study for the degree. In addition, a major normally includes outcomes at the highest level of the degree.

Merit means an award given for a course or qualification where a student exceeds the requirements for a pass and where the criteria for Merit are clearly defined in the relevant curriculum and award document.

Moderation means the formal review process for ensuring that a summative assessment activity and/or the allocation of results for that activity are valid, reliable, consistent and fair. Moderation may be conducted prior to and/or after the assessment activity. Moderation can be internal and/or external.

Natural Justice generally means the right to know who has laid a complaint, the right to representation, and the right to a fair hearing before a decision is made.

Non-assessed Programme means a programme of study approved and delivered by UCOL that is not summatively assessed and does not lead to a recognised award, but to which other appropriate requirements of UCOL's Academic Quality Management System apply.

New Zealand Qualification Authority (NZQA) is a Crown Entity whose role in the education sector is to ensure New Zealand qualifications are regarded as credible and robust, nationally and internationally, in order to help learners succeed in their chosen endeavours and to contribute to New Zealand society.

New Zealand Qualifications Framework (NZQF) is a framework based on outcomes, described in terms of knowledge skills and attributes, and their application. NZQA administers the NZQF.

Pre-requisite means one or more specified course(s) that shall be completed before a student is permitted to proceed to another course.

Probation means a system of supervising and monitoring the behaviour and/or academic abilities of a student imposed in writing by the Chief Executive or Executive Dean. Compliance by the student with the terms and conditions of probation is mandatory. Non-compliance with probation by a student may result in cancellation of enrolment. Probation, once imposed, will continue for the duration of the student's enrolment at UCOL unless probation is formally cancelled in writing by the Chief Executive.

Professor means an academic at UCOL of the highest standing, the holder of a UCOL Chair, appointed by the Chief Executive following UCOL policy.

Programme means a programme leading to a qualification on the NZQF.

Programme Leader means the staff member from time to time directed by the Chief Executive to be responsible for a programme. This title includes any other title for that role as determined from time to time by the Chief Executive.

Programme of Study means an approved programme of study, which may or may not lead to an award.

Programme Regulations means the criteria approved by Academic Board describing the progression and requirements for successful completion of a programme by a student so that an award may be granted.

Qualification means a defined award recognising the successful completion of an assessed programme of study.

Quality means meeting the Quality Standards.

Quality Assurance means all those planned and systematic actions necessary to provide adequate confidence that an entity will fulfil requirements to ensure quality.

Quality Standards means statements that convey the requirements for good practice within an organisation. UCOL's quality standards are based on standards provided by the Institutes of Technology and Polytechnics of New Zealand (ITPNZ, disestablished in October 2009). These academic quality standards (1 – 12) are recorded in UCOL's AQMS.

Quality System Audit means a systematic and independent examination and evaluation to determine whether quality activities and results comply with planned arrangements and whether these arrangements are implemented effectively and are suitable to achieve objectives.

Recognition of Current Competency (RCC) means the assessment of a person's knowledge and skills to determine that he or she continues to meet competencies previously assessed.

Recognition of Prior Learning (RPL) means the process through which an individual is granted the award of academic credit based on the relevant learning he or she has acquired through life experience, work experience and formal or informal education or training.

Research means original investigation undertaken in order to contribute to knowledge and understanding and, in the case of some disciplines, cultural innovation or aesthetic refinement.

Resit means the opportunity for a student to undertake an assessment or part of an assessment again.

Section means a reference to a section number in this Statute.

Self-assessment and External Evaluation and Review (SA/EER) means a two-part process:

- **Self-assessment** is the on-going processes a TEO uses to gain evidence of its own effectiveness in providing quality education.
- **External evaluation and review** is a periodic evaluation of a TEO to provide a statement of confidence (judgement) about an organisation's educational performance and capability in self-assessment. It uses a systematic process to make independent judgements about educational performance and capability in self-assessment.

Special Passes means a set of passes for a course: "[Restricted Pass](#)", "[Conceded Pass](#)", "[Conditional Pass](#)", "[Aegrotat Pass](#)", "[Unfinished Pass](#)" which may be granted to students in exceptional circumstances at the discretion of the Faculty Board of Educational Improvement (Academic Statute, Part VII).

Stakeholder Engagement Group means a group established by a Faculty Board of Educational Improvement and comprised predominately of stakeholders who are not staff of UCOL to provide advice and to assist in maintaining the currency of programmes in terms of meeting either industry or community needs.

'STAR' means Secondary Tertiary Alignment Resource. Students funded through STAR are secondary school students undertaking unit standards or other eligible quality assured papers or programmes through arrangements with UCOL. A **secondary-tertiary programme** is a programme which consists of a secondary component and a tertiary component and is coordinated by a lead provider or provider group.

Statute means Academic Statute (AS).

Student means a person formally enrolled in any course(s) at UCOL, or a former student of UCOL or any predecessor institution.

Sub-contractor means an education organisation or individual who is contracted to provide all or part of an approved programme on behalf of UCOL.

Summative Assessment means a process that provides students with a specific measure of their learning in relation to their programme's learning outcomes. Its purpose is to determine the student's level of achievement in attaining learning outcomes and to ensure that students have met the requirements for progression within their programme of study.

TEC means Tertiary Education Commission constituted by the Education Act 1989.

Training Scheme means study and training that leads to an award but does not, of itself, lead to a qualification listed on the New Zealand Qualifications Framework. A Training Scheme may comprise a total of 1-39 credits and can be at any level.

UCOL means the Institution, which is a polytechnic, constituted under the Education Act 1989 as UCOL, Universal College of Learning.

Unit Standard means a set of outcome statements, evidence requirements, and administrative information as registered by the New Zealand Qualifications Authority (NZQA) on the New Zealand Qualifications Framework (NZQF).

Validation means confirmation by examination and the provision of objective evidence that the particular requirements for a specific function are fulfilled.

PART III: AWARDS OF UCOL

3.1 The Awards Offered by UCOL

- a Training Schemes
- b Certificates
- c Diplomas
- d Bachelor Degrees
- e Graduate Certificates
- f Graduate Diplomas
- g Bachelor Honours Degrees
- h Postgraduate Certificates
- i Postgraduate Diplomas
- j Master's Degrees
- k Doctoral Degrees

3.1.1 Subject to the provisions of this Statute, awards shall be granted on the successful completion of an approved programme determined by the accumulation of a required number of credits at a defined level as described in the Programme Regulations and as otherwise defined by NZQA Approval and Accreditation.

3.1.2 UCOL's awards shall be classified by levels NZQF 1 to NZQF 10 and the number of credits accumulated at these defined levels.
Definitions of training schemes and all qualification types, levels 1 – 10 can be found on the NZQA website.

3.1.3 Awards may be granted with Distinction or Merit where the Programme Regulations permit.

3.2 Exit Awards

3.2.1 With the approval of the Academic Board, where Programme Regulations stipulate when the student has passed a defined set of courses and credits, but chooses not to complete the higher level qualification for which they are enrolled they may be awarded that qualification.

3.2.2 UCOL may charge a fee determined by it for the issue of an exit award.

3.2.3 Students or prospective students cannot apply to be enrolled in an exit award.

3.2.4 Exit awards must reflect the successful achievement of a coherent set of courses with clear learning outcomes at a defined level.

3.3 Conferment of Awards

- 3.3.1 Subject to the Education Act 1989 and subject to this Statute, every candidate who has met the requirements of a programme will be conferred with an award certifying that the requirements for the issue of that award have been met.
- 3.3.2 A candidate shall qualify for an award on the date on which he or she has completed all requirements for the award, as prescribed in the Programme Regulations.
- 3.3.3 The conferment of awards is delegated as follows:
- i Certificates (excepting Certificates of Personal Interest) – Executive Dean and Chief Executive (or their delegate).
 - ii Diplomas, Bachelor Degrees, Bachelor Honours Degrees, Graduate Certificates, Graduate Diplomas, Postgraduate Certificates, Postgraduate Diplomas, Master's Degrees and Doctoral Degrees – Chair of Council and Chair of Academic Board (or their delegate).
- 3.3.4 The policy with regard to the conferment of jointly awarded qualifications will be set out in the agreement with the partner provider concerned or, in its absence, comply with this Statute.
- 3.3.5 The Council, by its delegate, the Chief Executive, may withdraw or refuse to grant any academic award if it is satisfied on reasonable grounds that it was more likely than not that the student concerned made any untrue or misleading statement or was guilty of any misconduct or breach of Programme Regulations in relation to the award. This decision will only be taken once the allegations have been put to the student and the student has been given the chance to answer them.
- 3.3.6
- a If the candidate has before death applied to receive the award, then the award shall be granted posthumously unless the candidate's personal representative has, with the consent of the Council, withdrawn the application.
 - b If a student dies before completing a qualification, the Chief Executive has the discretion to confer an award posthumously. The award will be printed in the programme for graduation, using the words (Posthumous Award) printed after the name of the recipient.

3.4 Other Recognition of Achievement

- 3.4.1 Students may enrol in Certificates of Personal Interest that have been approved by Academic Board. Credit will not be assessed or awarded in Certificates of Personal Interest and therefore students will not be eligible to receive awards of UCOL.

Students enrolled in a Certificate of Personal Interest may receive a Statement of Attendance.

Also, refer to 6.3.3.

- 3.4.2 A Statement of Attendance is a UCOL document that may be issued to students enrolled in any UCOL programme where credit has not been assessed or awarded, and provided that 80% of the programme was attended. A Statement of Attendance will identify the programme title, describe the content, and provide the total number of hours attended by that student out of the potential hours offered. A Statement of Attendance is not an award.
- 3.4.3 Students may enrol in Certificates of Proficiency that have been approved by Academic Board. The Certificate of Proficiency is chosen by an individual student from an already approved programme(s) of study consisting of an assessed course(s) between levels 4 and 7.
- 3.4.4 A Statement of Competency is a UCOL document that may be issued to a student who successfully completes assessed components of a programme of study that does not lead to a NZQA accredited award. A Statement of Competency provides a list of the programme's content and may also include details concerning the duration of the programme and assessment methods.

3.5 Academic Dress

- 3.5.1 Graduands of UCOL shall appear for UCOL graduation ceremonies in the academic dress appropriate to their programme of study, as described in Schedule 12.
- 3.5.2 Staff and Council Members of UCOL taking part in public ceremonies for which academic dress is prescribed shall wear the academic dress appropriate to their own qualification.
- 3.5.3 The Council Chair and Chief Executive (or delegate) shall wear the academic ceremonial dress as approved by Academic Board for all graduation ceremonies.

PART IV: ACADEMIC STRUCTURE

4.1 Boards and Committees

- 4.1.1 The Council has established an Academic Board and Council established the Boards and Committees set out in 4.1.5.
- 4.1.2 The Boards and Committees already constituted shall continue in existence under this Statute.
- 4.1.3 The membership of Boards and Committees shall continue in accordance with Boards' or Committees' terms of membership.
- 4.1.4 The purpose, functions and terms of reference of the Boards and Committees shall be as specified in Sections 4.2 to 4.8.
- 4.1.5 The following committees were constituted pursuant to UCOL Academic Statute 2016:
 - i Academic Board
 - ii Academic Approvals Committee
 - iii Research and Knowledge Transfer Committee
 - iv Appeals and Grievances Committee
 - v Faculty Boards of Educational Improvement

4.2 Academic Board**4.2.1 Purpose**

The purpose of the Academic Board is to advise Council on matters relating to programmes of study or training, awards and other academic matters when requested by the Council to do so and to exercise powers delegated to it by the Council.

4.2.2 Membership

The Academic Board shall and hereby does have as members:

- a Chief Executive (Chairperson)
- b Deputy Chief Executive(s)
- c Executive Director, Education and Applied Research
- d Executive Director, Quality
- e Executive Director, Student Success
- f Director, Academic Development (Executive Officer)
- g Executive Deans of Faculties
- h Chair, Research and Knowledge Transfer Committee
- i Representative, Wairarapa UCOL
- j Representative, Whanganui UCOL
- k Director, Māori
- l Student Representative(s)
- m A Head of School from each faculty (nominated by Executive Dean)
- n Officers of the Board:
 - Academic Advisor(s)
- o The Academic Board may choose to invite the following representative to attend any meeting if it so resolves from time to time:
 - Council
- p Academic Board Administrator

4.2.3 The Chief Executive (or delegate) or their nominee shall chair all meetings of the Academic Board with the Director, Academic Development being the Executive Officer.

4.2.4 The Chief Executive will appoint officers of the Academic Board from time to time as necessary.

4.2.5 Terms of Reference

- a Monitor and foster the delivery of quality programmes leading to quality assured qualifications which are valued by students, prospective employers and other stakeholders
- b Monitor that UCOL meets its Academic Quality Management Standards (developed by the Institutes of Technology and Polytechnics of New Zealand) and strives for continuous quality improvement in the design and delivery of academic programmes
- c Monitor that there are no unreasonable barriers to student entry or to their academic progress
- d Advise the Council on matters relating to programmes of study, awards and other academic matters
- e Approve, monitor and review academic policy
- f Monitor and promote excellence in UCOL's programmes
- g Monitor and promote research activities within UCOL
- h Approve curricula for programmes leading to a UCOL award

- i Foster information flows on academic matters throughout the institution
 - j Receive and monitor summaries of annual self-assessment reports
 - k Monitor and review programme evaluation, internal academic audit and review processes
 - l Monitor and review the implementation of inter-faculty and/or cross-site moderation plans
 - m Promote positive academic relationships with other organisations
 - n Enhance academic freedom at UCOL as defined in the Education Act 1989
 - o Deal appropriately with academic appeals and grievances
 - p Monitor the award of credit from Recognition of Prior Learning and Recognition of Current Competency applications
 - q Ensure assessments are consistently applied throughout the institution
 - r Approve the Terms of Reference and Membership of Committees
 - s Ensure that the management of academic quality is consistent with established internal standards
 - t Approve UCOL's Academic Quality Management System (AQMS)
 - u Receive notification of the retirement of UCOL's qualifications
- 4.2.6 The Academic Board may delegate those functions and exercise its powers that it considers in its discretion appropriate to the Chief Executive (including their delegates).
- 4.2.7 The Academic Board will report in writing at least every three months to Council.
- 4.2.8 The Academic Board shall and hereby does establish the following committees:
- i Academic Approvals Committee
 - ii Research and Knowledge Transfer Committee
 - iii Appeals and Grievances Committee
 - iv Faculty Boards of Educational Improvement

For the avoidance of doubt, the committees in 4.2.8 comprise the committees appointed by Council pursuant to Section 193 of the Education Act 1989.

- 4.2.9 The Academic Board shall, from time to time, review the membership of all committees in 4.2.8 to ensure that there is no inappropriate duplication of membership and that there are sufficient opportunities for interested staff within UCOL to participate in the work of the committees.

4.3 Academic Approvals Committee

4.3.1 Purpose

The Academic Approvals Committee has delegated authority for the detailed approval of new programmes, curricula and qualifications and significant (NZQA Type 2) changes to existing programmes, curricula and qualifications.

4.3.2 Membership

The Academic Approvals Committee may include as its members but need not be limited to:

- a Executive Director, Quality
- b Director, Academic Development (Chairperson)
- c Executive Deans of Faculties (or their delegates)
- d Director, Student Information
- e One academic staff member (other than a-c above) of each Faculty Board of Educational Improvement
- f Executive Director, Student Success
- g Up to two student representatives
- h Director Māori (or delegate)
- i Up to two additional senior academic staff

Officers of the Board:

- Academic Advisor(s)

4.3.3 Terms of Reference

The Academic Approvals Committee is responsible to the Academic Board for:

- a Approving the academic details and Programme Regulations of all proposed new programmes, Training Schemes and Adult Community Education (ACE)
- b Approving the curricula for programmes
- c Approving significant changes (Type 2) to existing programmes
- d Maintaining and reviewing curriculum standards

4.4 Research and Knowledge Transfer Committee

4.4.1 Purpose

The purpose of the Research and Knowledge Transfer Committee is to promote, support and monitor quality research and knowledge transfer in accordance with UCOL's research and knowledge transfer strategy.

4.4.2 Membership

The Research and Knowledge Transfer Committee may include as its members but need not be limited to:

- a Executive Director, Education and Applied Research
- b Director, Academic Development
- c Executive Deans of Faculties
- d Staff representatives from postgraduate programmes (maximum of two)
- e Staff representatives from degree programmes (maximum of two)
- f Staff representatives from non-degree programmes (maximum of two)
- g Staff representatives outside of faculty (maximum of two)
- h Māori Academic

4.4.3 Terms of Reference

The Research and Knowledge Transfer Committee is responsible to the Academic Board for:

- a Promoting, supporting and monitoring research and knowledge transfer activity undertaken at UCOL
- b Developing and maintaining Codes of Ethical Conduct for Research
- c Approving proposals from staff for research projects according to the Research and Knowledge Transfer Policy, including providing ethical advice as appropriate and directing issues relating to human ethics to other accredited Human Ethics Committees
- d Preparing an Annual Research and Knowledge Transfer Report
- e Monitoring research and knowledge transfer activity and research and knowledge transfer development plans with regard to how they support programme delivery and the potential development of new degrees
- f Ensuring UCOL achieves the NZQA definition of research

4.5 Appeals and Grievances Committee

4.5.1 Purpose

The Appeals and Grievances Committee will hear appeals by students that are referred to it by the Chief Executive and subject to Part IX, 9.2.5 are generally of an academic nature.

4.5.2 Membership

The Committee will consist of four members of the Academic Board who will ensure that the procedures of this Statute (Part IX, 9.2) will be followed, and the principles of natural justice will be applied.

An Appeals and Grievances Committee will be established by the Academic Board as and when directed by the Chief Executive. (The Chief Executive shall not be a member of the Appeals and Grievances Committee).

4.5.3 Terms of Reference

The jurisdiction of the Appeals and Grievances Committee is generally limited to academic matters unless directed otherwise by the Chief Executive in writing pursuant to Part IX, 9.2.5 of this Statute. The Chief Executive has sole jurisdiction to determine whether the matter in question is an academic matter within the jurisdiction of the Appeals and Grievances Committee or not an academic matter but still a matter for the Appeals and Grievances Committee before the Chief Executive directs the Academic Board to establish the Appeals and Grievances Committee.

4.5.4 Nothing in this Statute limits the jurisdiction of the Appeals and Grievances Committee where another UCOL statute or policy grants the Appeals and Grievances Committee jurisdiction.

4.6 Faculty Boards of Educational Improvement

4.6.1 Purpose

The purpose of the Faculty Boards of Educational Improvement is to be responsible for the academic quality development and delivery of programmes within each Faculty (including regional centres where appropriate) and to foster continuous quality improvement.

4.6.2 Membership

Each Faculty Board of Educational Improvement may include as its members, but need not be limited to:

- a Executive Director, Education and Applied Research
- b Executive Director, Quality
- c Executive Dean of Faculty
- d Heads of Schools (nominated by Executive Dean)
- e Programme Leaders within the Faculty (minimum of two)
- f Academic Advisor
- g Representative from Registry
- h Representative from Te Atakura
- i Executive Director, Student Success
- j Director Māori (or delegate)

4.6.3 Terms of Reference

Each Faculty Board of Educational Improvement is responsible to the Academic Board for:

- a Fostering high standards and reinforcing quality of teaching
- b Monitoring compliance with UCOL academic policies and procedures
- c Monitoring the continuing development, maintenance and documentation of programmes according to institutional standards
- d Monitoring assessment methodologies and the granting of credits as a result of assessment (including Recognition of Prior Learning and Special Passes)
- e Approving the appointment of external Moderators and external Monitors where appropriate
- f Receiving degree monitors' reports, evaluating and approving action plans and monitoring implementation
- g Monitoring research and knowledge transfer outputs
- h Ensuring the information provided to students enables the appropriate selection of a programme and informs them of the requirements of the programme and their rights and responsibilities
- i Ensuring there are no unreasonable barriers to student entry or progression
- j Monitoring the progress of students enrolled in each programme with particular attention to Māori students' progress
- k Undertaking moderation on a UCOL-wide basis within each discipline area, where appropriate, in order to ensure consistent standards are maintained in the awarding of credits
- l Approving and monitoring annual programme Self Assessment Education Improvement Plans and ratified actions
- m Approving the timely release of final results

- n Hearing and determining academic appeals (Part IX, 9.1)
- o Alignment of staff development plans to improve educational performance and ensuring enactment of those plans
- p Establishing and recording Stakeholder Engagement plans and opportunities to maintain the currency of programmes and qualification in terms of meeting either industry or community needs ensuring that UCOL is making a contribution to its communities
- q Establishing and maintaining a system for recording graduate outcomes with details of place and level of employment
- r Provide oversight and direction to UCOL's commitment to provide work place experience for all our programmes
- s Monitoring student complaints
- t Monitoring sub-contractors and compliance with UCOL academic policies and procedures
- u Reporting to Academic Board monthly
- v Approving and monitoring five year degree reviews and Graduating year reviews

4.7 Meetings and Membership

- 4.7.1 At all meetings of the Boards or Committees established under this Statute:
- a A quorum shall consist of at least one half plus one (which is a majority) of the membership then appointed being present
 - b If no person is authorised by this Statute to chair the meeting, or if he or she is absent, then those present shall elect one of their number to chair the meeting
 - c All resolutions shall be proposed by one member and seconded by another, and any such resolution shall be passed or rejected according to the voting of the members present. Every question before the meeting shall be decided by a majority of votes cast on it by the members present
 - d The person in the Chair at a meeting shall have a deliberative vote, and, in the case of an equality of votes, shall also have a casting vote
 - e The resolutions of every meeting shall be recorded and kept
 - f A report shall be provided at least annually to the Academic Board, unless the Board or Committee is required to report more frequently pursuant to this Statute
 - g Co-opted members will have voting rights.
- 4.7.2 Subject to the Education Act 1989, this Section and any other Statute of the Council in this regard, or directive of the Council, each Board or Committee shall regulate its own procedure.
- 4.7.3 Membership of Academic Board, Academic Committees and Faculty Boards of Educational Improvement, if not held due to office or position, shall be for a term of two (2) years unless otherwise determined by Council or by the Board or Committee.
- 4.7.4 All meetings of the Board or Committees may welcome observers except in 'Part Two In Committee' which is closed to observers.
- 4.7.5 Minutes of meetings may be approved via email.

4.8 Sub-committees of Academic Board or its Committees

- 4.8.1 Each Board or Committee stated in Part IV of this Statute has the power to appoint Sub-committee(s). Any Board or Committee may delegate to any Sub-committee any of its powers, functions or duties (excluding the power to appoint a Sub-committee).
- 4.8.2 The Board or Committee may alter, discharge and reconstitute any Sub-committee (including its delegates) so appointed.
- 4.8.3 The members of a Sub-committee shall include members of the appointing Board or Committee together with any other person the Board or Committee considers it appropriate to appoint.
- 4.8.4 A Sub-committee shall report in writing to the Board or Committee that appointed it, at least every three months, or as requested by that Board or Committee.
- 4.8.5 All of the Boards or Sub-committees appointed under Part IV of this Statute are Committees appointed by Council pursuant to Section 193 of the Education Act 1989.

PART V: PROGRAMME APPROVAL, ACCREDITATION, EVALUATION AND SELF ASSESSMENT REPORTING

5.1 Programme Approval and Accreditation

- 5.1.1 No programme leading to an award shall be offered unless approved by the Academic Board (or its delegate) and approved by NZQA (and/or any regulatory or professional body where required).
- 5.1.2 Every programme requiring approval and accreditation shall be developed in consultation with the appropriate industry, professional bodies and, where appropriate, graduates or students (current and/or potential).
- 5.1.3 Each programme leading to an award shall have Programme Regulations as part of its curriculum and shall include:
 - a Title, level and credit value of the qualification(s)
 - b Rationale
 - c Graduate profile
 - d Policies on student progression
 - e Programme structure
 - f Entry requirements. These must be separately approved by the Academic Board
 - g Selection criteria (where maximum numbers have been established). These must be separately approved by the Academic Board
 - h Course details (which include: aims, learning outcomes, levels and credits, content, work experience requirements (if applicable), teaching methods, assessment and grading methodologies, resources and prescribed texts and research requirements (Level 7 and above))
 - i Education pathway
 - j Employment pathway
 - k Requirements for the award of the qualification
 - l Requirements for the award of Distinction and/or Merit for the award (if appropriate)
 - m Embedded awards (if intended)
 - n Exit awards (if intended)
 - o Pre and co-requisites (where applicable)

- p The extent of Recognition of Prior Learning that may be awarded and any established cross-credit arrangements (where applicable) (see 6.4.1)
- q Moderation requirements
- r Policy for resits
- s Policy on special passes (where applicable)
- t Assessment and Review (Self Assessment)

5.1.4 In approving a new programme the Academic Board (OR its delegates) shall evaluate to determine whether or not to approve the programme having regard to the following criteria:

- a The acceptability of the philosophy of the programme and its application to the programme (if applicable)
- b The acceptability of the programme aims and objectives to Stakeholders (industry, community, Iwi, secondary schools or profession) that the programme prepares students for
- c The acceptability of the education and employment pathways
- d The appropriateness of the Programme Regulations including ensuring there are no unreasonable barriers to student entry or progression through the programme
- e The appropriateness of the content, teaching and learning methods and the methods of student assessment
- f The relevance and coherence of the programme structure including the inter-relationship of courses, the balance between theory, practical, independent learning and the progression of knowledge and skill acquisition within the programme
- g The adequacy of staffing levels and staff qualifications including research capability (for Level 7 and above)
- h The adequacy of accommodation, facilities and equipment including library resources
- i The adequacy and effectiveness of programme performance and the institutions capability to support and monitor the programme
- j Such other matters as the Academic Board at its sole discretion considers relevant

5.2 Programme Accreditation Only

- 5.2.1 Where a programme has been approved by a TANZ partner or another tertiary institution specifically approved by UCOL's Academic Board (or its delegate), then that programme will be deemed to be approved by UCOL (a Deemed Approved Programme).

Before any Deemed Approved Programme can commence, accreditation must be approved by the Academic Board (or its delegate) and granted by NZQA.

5.3 Self-assessment Reporting

- 5.3.1 An annual Self-assessment Report is required for each programme (or clusters of programmes) leading to a qualification, training scheme, Adult Community Education Course and will be approved by the relevant Faculty Board of Educational Improvement. The Report will include:
- a Title, level and credits
 - b Programme statistics, including retention and completion figures
 - c Teaching staff profile, including qualifications (achieved and working towards)
 - d Critical reflection and analysis to provide appropriate responses to the Key Evaluation Questions (KEQs) and other relevant strategic objectives. These responses will form the basis for main highlights and the most important areas for improvement for the selected KEQs. Appropriate actions for improvement areas will be identified and monitored by Faculty Board of Educational Improvement.

Information for the self assessment report will include:

Outcomes over the last 12 months, including:

- i Any outstanding actions arising from the previous self assessment report
- ii Analysis of student feedback and any other relevant survey information
- iii Analysis of all stakeholder engagement
- iv Graduate destination and employer feedback on graduates
- v Moderation results and literacy and numeracy progressions (where applicable)
- vi Results of any academic or health and safety audits (where applicable)
- vii Changes made to the curriculum document

- viii Any relevant internal or external standards or requirements

5.3.2 The Report for each degree and higher-level programmes will include:

- a Staff research and knowledge transfer activities (previously approved results against plans)
- b Monitors' reports including recommendations
- c Any Professional, regulatory bodies' or NZQA reports (if relevant)
- d External moderation reports
- e Five year degree reviews and Graduating year reviews (where applicable)

5.3.3 The relevant Faculty Board of Educational Improvement will provide a summary of annual Self-assessment Reports to the Academic Board.

PART VI: STUDENT ENTRY/WITHDRAWAL

6.1 General Programme Requirements

- 6.1.1 Entry to programmes requires that the applicant meets the entry requirements specified in Section 224 of the Education Act 1989 and, where applicable, any entry requirements from the programme curriculum.
- 6.1.2 The Chief Executive (by delegated authority) may decline to accept a person's application (or any further application) to enrol, or refuse to permit the enrolment of a person as a student at UCOL or in a particular programme of study or training at UCOL, pursuant to Section 224(12) of the Education Act 1989, or after a reasonable trial, or otherwise as permitted at law.

6.2 Information on Programmes

- 6.2.1 Programme Regulations outlined in (Part V, 5.1.3) shall be made available to all students enrolled on the programme.

6.3 Enrolments

- 6.3.1 Before any person, after provisionally enrolling at UCOL, is offered a place at UCOL, that person must provide evidence of meeting the entry requirements (if any) or special conditions (if required) for the programme that he or she applies to enrol in.
- 6.3.2 Where there are insufficient places available in a course or programme to accommodate the number of applicants in a particular year, selection shall be in accordance with the policies applied from time to time by the Academic Board.
- 6.3.3 Where students wish to undertake a programme of study that includes a course or courses, or components of courses from an already approved programme but do not wish to undergo formal assessment, that student may be enrolled in a Certificate of Personal Interest.

Also, refer to 3.4 Other Recognition of Achievement.

- 6.3.4 Where an individual student wishes to undertake a programme of study that includes the formal assessment of a course, or courses, or components of courses from an already approved programme (between levels 4 – 7) but which are not to be credited towards a specified qualification, that student may be enrolled in a Certificate of Proficiency.

Also, refer to 3.4 Other Recognition of Achievement.

- 6.3.5 Students must complete all enrolment requirements and legislative requirements applicable to their programme as specified from time to time by the Chief Executive.
- 6.3.6 Any decision of the Chief Executive, by delegated authority, made in respect of admission and enrolment shall be final.

6.4 Entry with Academic Credit

- 6.4.1 The Academic Board may approve Programme Regulations which limit the amount of credit awarded toward a qualification as a result of Recognition of Prior Learning. Credit may be awarded for a complete qualification as a result of Recognition of Prior Learning where the Academic Board has deemed this appropriate.
- 6.4.2 Students may receive credit toward a qualification following a successful application for Recognition of Prior Learning.
- 6.4.3 Students should not be precluded from receiving an award with Distinction or Merit because they introduced credit to the programme through the Recognition of Prior Learning process. Discretion to make an award with Distinction or Merit in these circumstances rests with the Faculty Board of Educational Improvement responsible for the programme.

6.5 Fees, Programme and Other Costs

- 6.5.1 Subject to 6.5.2, no student shall remain enrolled for a course or programme unless all:
 - a UCOL fees (if any) have been paid, or are committed to be paid, according to any terms prescribed by the Council (including terms relating to the payment of fees by instalments), and
 - b Student Association Fees (if any) have been paid if Student Association Membership is compulsory at UCOL, unless the student has been exempted by UCOL's Student Association from the requirement to pay Student Association fees, and
 - c Formal enrolment procedures have been completed, and
 - d Other payments prescribed by or due to UCOL (including any debts howsoever arising) have been paid to UCOL.
- 6.5.2 Generally, all fees, any other payments due to UCOL and any debts to UCOL must be paid in full by the first day of class unless the Chief Executive (or delegate) has approved alternative arrangements in writing. In such cases, for full time programmes of one semester or longer, the second instalment being payment in full of tuition fees and all other fees and payments prescribed by Council must generally be paid no later than the fourteenth day after teaching on the programme first started and until paid, without limitation, programme materials and other items will not be available to students. Without limiting UCOL's remedies at law, students who have not paid all their fees and any other payments due or have incurred other debts to UCOL may at UCOL's sole option not be eligible to receive credit(s) or an award(s).
- 6.5.3 If any sum payable to UCOL is disputed, then the student must first pay the full amount set by UCOL to it, and then the student may refer the amount in dispute to Executive Director, Education and Applied Research for resolution or have such other resolution

procedure agreed in writing between UCOL and the student. The final appeal is to the Chief Executive.

- 6.5.4 If an international, full fee paying student gains New Zealand residency during the programme of study, then New Zealand resident fees are to apply for the subsequent enrolment. The new fee at the domestic rate will apply, and no refund is available for the current enrolment period. The final appeal is to the Chief Executive.
- a There will be no refund of current semester fees (unless residency is gained during the first two weeks of study, when New Zealand resident fees will apply)
 - b New Zealand resident fees are to apply for the subsequent enrolment and the new fee at the domestic rate will apply.

6.6 Withdrawals

- 6.6.1 A student is considered to have “withdrawn” on actual receipt by the UCOL Student Information Team of a written notice to UCOL on the appropriate form, signed by the student or via email provided that such notice is not given after a student’s enrolment has been cancelled or after completion of the course/programme.
- 6.6.2 Any withdrawal from a course/programme or qualification shall be without prejudice to the student’s rights to apply for re-enrolment in the future.
- 6.6.3 Where a student has withdrawn, his or her academic record shall record a result of “W” in respect of that course (Part VII 7.3).
- 6.6.4 Students who withdraw from a course after 70% of the enrolment period for that course has been completed will have the result recorded as “Not Achieved” or “Fail”, or “Ungraded Fail” as applicable.
- 6.6.5 Fees may only be partially refunded if the withdrawal is completed within the fees refund period defined by Council and published on the Admission and Enrolment form’s “Further Terms relevant to the course(s) and/or qualification(s)” and withdrawn from in the manner required by Council or stated in the Admission and Enrolment Procedure.

PART VII: ASSESSMENT AND THE AWARD OF CREDITS

7.1 Assessment

- 7.1.1 Generally, all assessment should be standards based that is based on each individual student achieving the defined standard which is independent of the results of other students. Assessments may be achievement based or competency based as specified in Programme Regulations.
- 7.1.2 Other (non standards based) assessment methods require the specific approval of Academic Board.
- 7.1.3 Any work presented by a student for assessment must be the work of that student. Such work submitted by a student must not be submitted elsewhere in any other course or programme unless permitted in writing by the Programme Leader.
- 7.1.4 Regulations regarding the submission of work for assessment including timelines will be included in the curriculum.
- 7.1.5 All written assessments shall be returned to students with the assessment or marking schedule used to mark the assessment and within a time-frame specified by the Faculty Board of Educational Improvement.
- 7.1.6 Assessments may be conducted in Te Reo Māori, according to UCOL policy.

7.2 Compulsory Academic Requirement

7.2.1 Compulsory Academic Requirement (CAR):

This is a requirement specified in the Programme Regulations as a Compulsory Academic Requirement which must be achieved by students independently of the summative assessments of a course. Examples are:

- Achievement of a set number of clinical hours
- Attendance at laboratory sessions, tutorials, etc

A Compulsory Academic Requirement is to be used only where its use is justified on sound educational grounds and where meeting this requirement is essential to the student's learning.

Compulsory Academic Requirements are approved by Academic Board.

7.3 Recording Final Assessment Outcomes

7.3.1 Where **competency-based assessment** is used, or where grades are not awarded, results for courses shall be specified as follows:

D	Pass with Distinction (in all local UCOL programmes)
M	Pass with Merit (in all local UCOL programmes)
P	Pass/Complete
CR	Credit gained through the recognition of prior learning
N/A	Not Achieved. Incomplete (ie, did not complete course successfully)
F	Ungraded Fail (no assessment undertaken)
W	Withdrawn
DNC	Did not complete both all compulsory assessments and CAR
U	Unfinished at the time of reporting

7.3.2 Where **achievement-based assessment** is used, results for courses shall be specified using one of the following two grading systems:

EITHER

A	Pass with Distinction
B	Pass with Merit
C	Pass
D	Fail
E	Fail
F	Ungraded Fail (no assessment undertaken)
DNC	Did not complete both all compulsory assessments for a course and CAR
(Grade) (AEG)	Aegrotat Pass
CR	Credit gained through the recognition of prior learning
W	Withdrawn
R	Restricted Pass
CO	Conceded Pass
CP	Conditional Pass

The following percentages for each grade shall be used:

A	75 – 100
B	60 – 74
C	50 – 59
D	40 – 49
E	0 – 39
F	Ungraded Fail

OR (where finer demarcation of grades is required and approved)

A (+/-)	Pass with Distinction
B (+/-)	Pass with Merit
C (+/)	Pass
D	Fail
E	Fail
F	Ungraded Fail (no assessment undertaken)
DNC	Did not complete both all compulsory assessments for a course and CAR
(Grade) (AEG)	Aegrotat Pass
CR	Credit gained through the recognition of prior learning
W	Withdrawn
R	Restricted Pass
CO	Conceded Pass
CP	Conditional Pass

The following percentages for each grade shall be used:

A+	85 – 100
A	80 – 84
A-	75 – 79
B+	70 – 74
B	65 – 69
B-	60 – 64
C+	55 – 59
C	50 – 54
D	40 – 49
E	0 – 39
F	Ungraded Fail

- 7.3.3 The Academic Board must approve all other methods of grading assessment outcomes, including variations from the percentages specified above, which shall be clearly stated in the Programme Regulations.

7.4 Special Passes

In **Exceptional Circumstances**, the Faculty Board of Educational Improvement may, at its discretion, grant a **"Restricted Pass" (R)**, a **"Conceded Pass" (CO)**, or an **"Aegrotat Pass" (AEG)** for the final result in a course. A **"Conditional Pass" (CP)** or **"Unfinished at the time of Reporting Pass" (U)** may be granted for the final result in a course or programme.

These special passes are not available in courses where assessment is competency based or in courses where the Programme Regulations expressly exclude or limit their use.

Refer to Section 7.4.5 for information on a special pass for competency-based assessment.

Faculty Boards of Educational Improvement should ensure that in granting special passes the quality and integrity of the qualification to be awarded is maintained.

7.4.1 A **Restricted Pass** is defined as one awarded where the student has marginally failed to meet the required assessment 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.

7.4.2 A **Conceded Pass** is defined as one 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.

The award of a Conceded Pass is based on the student's performance in the programme as a whole as well as the course/programme in question.

Only one Conceded Pass may be granted to a student towards the requirements for a particular qualification.

7.4.3 A **Conditional Pass** is defined as one awarded subject to the satisfactory completion of an agreed portion of work or assessment.

A Conditional Pass will only be considered where the student has marginally failed to meet the required academic standard for the course/programme, or a Compulsory Academic Requirement, but in all other aspects the student has demonstrated an ability to clearly meet the standard.

Where a Conditional Pass is applied for and granted for a particular course, the course shall not be credited with the final grade until the pass has been confirmed following the re-submission of work or re-sitting of an examination as may be stipulated by the Programme Leader.

A Conditional Pass is the only method that can be applied to provide a valid extension beyond the programme completion date in order to complete the summative assessments or Compulsory Academic Requirements, or when a result is not yet available.

- 7.4.4 An **Aegrotat Pass** is defined as one awarded when a student is unable to present work for assessment at the time it is due, attend a test or examination or performance is seriously affected by exceptional circumstances in a test or examination.
- a An Aegrotat Pass may only be awarded when a resit opportunity or alternative assessment is not available.
 - b Where an Aegrotat Pass is awarded in a course for which grades are allocated, a grade shall also be assigned, to reflect overall performance in the course.
 - c For an application to be considered:
 - i The student must be enrolled in the course to which the application relates
 - ii The student must have passed 50% of the assessments for the course to which the application applies
 - iii The student must notify the Programme Leader as soon as practicable of the intent to make an application
 - iv The student must have presented to the Programme Leader, on the appropriate form and as soon as possible following the date by which the work was due, or date of the test or examination, a medical certificate or other appropriate documentary evidence of the illness, injury, or other exceptional circumstances
 - v The medical certificate or other documentary evidence must contain the opinion of a suitably qualified person that the student was incapable of presenting the work for assessment or attending the test or examination
 - d In granting an Aegrotat Pass, the Faculty Board of Educational Improvement must be satisfied that the student would have achieved a pass in the course, had the assessment been completed. In reaching this decision, the Faculty Board of Educational Improvement will look at the student's overall academic performance in the programme of study, as well as the student's performance in the other assessments for the course in question and in relationship to the grades received by the student's peers.
- 7.4.5 An **Unfinished at the time of Reporting Pass** is defined as one awarded subject to approval from the Faculty Board of Educational Improvement for an extension beyond the programme completion date to allow time for the satisfactory completion of an agreed portion of work.

Students who can provide supporting evidence that their 'exceptional circumstances' (refer to Glossary, Academic Statute for this definition) will seriously impact on their final result in a course/programme, may apply for consideration of an "Unfinished at the time of reporting pass (U)".

Each Faculty Board of Educational Improvement must ensure that in granting this result the quality and integrity of the qualification to be awarded is maintained.

- 1 U applications are only available in courses where competency-based assessment is used.
- 2 Each U application will be considered on a case-by-case basis and the final decision will be made by the Faculty Board of Educational Improvement.
- 3 The Programme Leader or Head of School, who presents the student's application, will need to be satisfied that the exceptional circumstances have prevented the student from:
 - either achieving a Compulsory Academic Achievement (CAR) eg a set number of clinical hours, and/or
 - completing a competency-based assessment within the relevant enrolment period
- 4 The students whose U applications have been successful will have a U pass recorded on their Academic Record until such time as an equivalent learning experience or assessment activity takes place, which would normally be no later than the next available offering of the course and/or programme.
- 5 Provided the Faculty Board of Educational Improvement agrees with the recommendation that the student is eligible to receive a U pass, a waiver to the associated course fee will be applied to the next available offering of the course.
- 6 The Programme Leader or Head of School will need to notify the Faculty Board of Educational Improvement (via a change of result form) about a result's change when the student has successfully completed the requirements for which the U result was awarded.

A U pass is the only method that can be applied where competency-based assessment is used to provide a valid extension beyond the programme completion date in order to complete the summative assessments or Compulsory Academic Requirements, or when a result is not yet available.

7.5 The Award of Credit

- 7.5.1 Credits for a course shall be awarded to students by the Faculty Board of Educational Improvement on the basis of the successful completion of the summative assessments for that course, and any Compulsory Academic Requirements specifically stated in the Programme Regulations.
- 7.5.2 The responsibility for determining whether or not a student has attained the required number and level of credits for an award is with the Faculty Board of Educational Improvement responsible for the programme.

7.6 Resit Provision

- 7.6.1 All programmes will have a clearly stated resit policy, which does not put in place unreasonable barriers to student progression.
- 7.6.2 There may, at the discretion of the Chief Executive, be a fee for a resit, which will be set by UCOL and paid by the student.
- 7.6.3 Resits will be confined to the current academic year unless approved by the Faculty Board of Educational Improvement.

7.7 Student Progression

- 7.7.1 Students who have failed a course after any resits allowed under the Programme Regulations will usually (subject to Section 224 of the Education Act 1989) be entitled to re-enrol in that course/programme, subject to any limitations set on re-enrolment by UCOL.
- 7.7.2 Such students will not normally be entitled to enrol in any higher level course where the original course is identified as a pre-requisite, or undertake any practicum or work experience where successful prior completion of the course/programme is considered necessary.
- 7.7.3 Under very exceptional circumstances, the Faculty Board of Educational Improvement may decide to waive the restriction under 7.7.2 if it is satisfied that it is reasonable in the circumstances to do so.

7.8 Reconsideration of Assessments

- 7.8.1 A student who believes that an assessment of a particular item of work has been incorrectly assessed shall have the opportunity for reconsideration upon written request to the Programme Leader made within five (5) calendar days of the return of the assessment.
- 7.8.2 There may, at the discretion of the Chief Executive, be a fee for a reconsideration of an assessment, which will be set by UCOL and paid by the student.
- 7.8.3 A result may be unchanged, raised or lowered following reconsideration by the Programme Leader under this Section.
- 7.8.4 The reconsidered result will be recorded as the final result. Students have the right to appeal the decision by the Programme Leader (refer to Section IX APPEALS).

PART VIII: ACADEMIC MISCONDUCT

Students shall observe and comply with:

- a Relevant provisions of this Statute, and
- b All Programme Regulations.

8.1 Dishonesty During Assessment

8.1.1 In the opinion of the lecturer or approved assessor, a student who:

During an examination or assessment, does any one or more of the following things:

- i Copies from or inappropriately communicates with another person, or
 - ii Is found in possession of any unauthorised material such as books, printed or written paper, electronic material or any other material, or
 - iii Uses any other unfair means
- and/or
- iv Plagiarises the work of another without indicating that the ideas and/or words are not the student's own, or
 - v Collaborates with others in the preparation of material, except where this has been approved as an assessment requirement, or
 - vi Re-submits prior work without prior written approval of the Programme Leader

shall be in breach of this Section.

8.2 Disciplinary Proceedings

8.2.1 Where a UCOL staff member considers that there may be behaviour by a student pertaining to academic matters which may constitute misconduct that may require discipline the following procedures shall apply:

- a The UCOL staff member will discuss the perceived problem with the student. That staff member will put the alleged facts to the student and obtain that student's view of the facts and any explanation before deciding whether the student is guilty of any academic misconduct. If, at any time, the UCOL staff member considers the matter to be serious, then he or she shall refer the matter immediately to the Executive Dean.
- b Where either the student or the UCOL staff member is not satisfied that the matter has been resolved satisfactorily, or

the UCOL staff member has otherwise decided not to finally deal with the matter, then they must notify (in writing) the Executive Dean, or in their absence the Chief Executive. The person so notified in writing will convene a meeting with the Head of School and the student. A warning may be issued (in writing) which will specify the area of undesirable behaviour, the improvement required and the consequences.

- c If the matter complained of has not been resolved to the satisfaction of the Executive Dean then after considering the evidence available, they may impose one or more of the following penalties:
 - i A reprimand
 - ii A re-assessment
 - iii A reduction in the mark awarded for the assessed work or project, or
 - iv Refer the matter to the Chief Executive
- d The student may be accompanied by a member of the Student Association, an advocate, or a person of their choice at any stage of disciplinary procedures.
- e Notwithstanding the provisions of 8.2.1 a and b and notwithstanding the provisions of 8.2.2, the Executive Dean or Head of School, without undertaking steps 8.2.1 a and b (and either of them), place a student on probation after they have first given the student the opportunity to be heard.

8.2.2 In respect of matters referred to the Chief Executive pursuant to 8.2.1 c iv, the Chief Executive, after considering the evidence available, may impose one or more of the following penalties:

- a A reprimand
- b A re-assessment
- c A reduction in the mark awarded for assessed work or project
- d Suspend the student from attendance at UCOL for a stipulated period
- e Impose limitation or prohibition on attendance at any class or classes for a stipulated period
- f Impose a probation period or confirm probation
- g Cancel the enrolment of the student at UCOL
- h Cancel the enrolment of the student in a particular programme of study or training.

The imposition of one or more of the penalties in 8.2.2 a to h is without limitation to the Chief Executive's rights at law.

In the event of a breach of discipline which is judged by the Chief Executive to be of sufficient gravity, the Chief Executive shall have the right to dispense with the warning procedures set out but will provide an opportunity for the student to hear the accusation and explain their view of the facts and provide any explanation. Then the Chief Executive, by delegated authority, after full consideration of the facts and explanations (if any) may take immediate action and have the right to proceed immediately to 8.2.2 g or any other penalty.

- 8.2.3 Council (or its delegate) may impose penalties for contravention of or failure to comply with a statute with respect to the good governance and discipline of the institution.

Where the Chief Executive considers that an instance of academic misconduct is or may be a serious breach of discipline, which may result or might have resulted in an award being inappropriately conferred or awarded or an entry on an academic record being inappropriately recorded (the "Serious Breach") then the following provisions apply:

- a Where the Serious Breach is discovered before conferring an award, or making an entry on an academic record, the Chief Executive shall:
 - i Investigate the Serious Breach and, at the Chief Executive's discretion, the award or academic record may be withheld pending the outcome of the investigation.
 - ii On completion of the investigation, and after giving the student the opportunity to make representations, take such action as the Chief Executive considers appropriate in the circumstances. This may include either requiring that the award be conferred or requiring that the award be permanently withheld and/or requiring that some or all of the results awarded on the academic record be confirmed or recorded/amended as a failing or not achieved result.
- b Where the Serious Breach is discovered after conferring an award, or making an entry on an academic record, the Chief Executive shall:
 - i Investigate the Serious Breach and, at the Chief Executive's discretion, all or part of the student's academic record may be withheld pending the outcome of the investigation.
 - ii On completion of the investigation, and after giving the student the opportunity to make representations, take such action as the Chief Executive considers appropriate. This may include requiring that the whole of the award be rescinded, requiring that any part of the student's academic record be rescinded, and/or requiring that the student's academic record be either

confirmed or amended to record a failing or not achieved grade for some or all of the courses.

Any student who is the subject of this provision has the right to appeal. The procedure for any appeal shall be as set out in 9.2 of this Statute.

In exercising his or her powers under this provision, the Chief Executive shall have regard to the public interest and, in the case of Serious Breach discovered after conferring an award, to the penalty that would have been imposed had the matter been dealt with at the time of the Serious Breach (refer also 3.3.5).

In this provision the term "student" includes a current or former student of UCOL or any predecessor institution.

PART IX: APPEALS

9.1 Appeals Against Course/Programme Results

9.1.1 After an appeal to the Programme Leader under Part VII, 7.8, a student may appeal against the final result granted in respect of a course/programme if he or she believes that the result is incorrect.

9.1.2 The procedure for appeal shall be:

- a Within the time period specified in the Programme Regulations a student may appeal that result by writing to the relevant Executive Dean, giving reasons for the appeal. If no such time is specified then the student has ten (10) working days from the date of receiving the assessment to appeal the assessment in writing to the Executive Dean.
- b If the Executive Dean considers the matter may also relate to a matter of discipline not solely pertaining to academic matters then the Executive Dean must first refer a description of the matter to the Chief Executive for the Chief Executive to determine whether this procedure applies. The Executive Dean shall obtain a report from the Programme Leader on the issues raised by the appeal and shall refer that report to the Faculty Board of Educational Improvement.
- c The student shall be informed of the procedures that shall follow and of the date for the Faculty Board of Educational Improvement meeting.
- d The student shall be invited to make a submission and appear before the Faculty Board of Educational Improvement meeting. The student may make written or oral submissions or both to the Faculty Board of Educational Improvement meeting. If the student does not attend for any reason, the Faculty Board of Educational Improvement shall make its decision on the papers before it without the student in attendance and on any other information which it, in its absolute discretion, deems appropriate.
- e The Programme Leader may be invited to attend the meeting where they may make submissions but they may not vote.
- f The student may be accompanied to any hearing by a member of the Student Association, an advocate, or a person of his or her choice.
- g In academic appeals the Faculty Board of Educational Improvement will hear the entire matter brought before it afresh.
- h The Faculty Board of Educational Improvement shall consider the report and any submissions from the Programme Leader and any submissions from the student and any other evidence they consider desirable and relevant.

- i The Faculty Board of Educational Improvement may uphold or dismiss the appeal, and may confirm, raise, or lower the appealed result or grade, or may request that the Chief Executive over-rule the Programme Regulations where, in their opinion, this best serves natural justice.
- j The decision of the Faculty Board of Educational Improvement shall be notified in writing to the student and the Programme Leader.

9.1.3 If a student wishes to challenge a result, when that result may, in the Chief Executive's sole opinion, also relate to a discipline matter, such as (without limitation) probation or termination of enrolment, then, notwithstanding anything to the contrary in this Statute, the Faculty Board of Educational Improvement does not have jurisdiction to hear the matter and the matter will be referred to the Chief Executive.

9.2 Final Right of Appeal

9.2.1 A student may appeal a decision of the Executive Dean/Head of School/Chief Executive related to (Part VIII, 8.2) of this Statute or Faculty Board of Educational Improvement (Part IX, 9.1) on any grounds, including the following:

- a There is new evidence, which was not available at the time of the decision, relevant to the decision
- b The imposition of the penalty and/or the severity of the decision
- c A breach of natural justice

9.2.2 Any appeals against a decision taken under Part VIII, 8.2 or Part IX, 9.1, must be submitted in writing to the Chief Executive within fourteen (14) days of the communication to the student of the decision unless the Chief Executive allows the appeal to proceed out of time under Section 9.2.3.

9.2.3 The Chief Executive may, in his or her sole discretion, allow an appeal outside the fourteen (14) day period if the student can show good reason why an appeal has not been lodged earlier, provided that no appeal shall be considered if it is not lodged within three (3) months of the date of the notification of the original decision.

9.2.4 In respect of any appeal under Section 9.2, or that this sub-section applies to, the following procedures shall operate:

- a The Chief Executive shall direct the Academic Board to convene an Appeals and Grievances Committee. (The Chief Executive shall not be a member of the Appeals and Grievances Committee)
- b The appeal shall then be referred by the Chief Executive to the Appeals and Grievances Committee so constituted.

- c The student shall be informed of the procedures that will be followed, including a hearing date.
 - d The student shall be invited to submit a detailed statement outlining why the decision should be changed.
 - e The student may be accompanied to any hearing by a member of the Student Association, an advocate, or a person of his or her choice.
 - f The Committee may hear any evidence it sees fit.
 - g The Appeals and Grievances Committee will hear the entire matter brought before it afresh.
 - h The decision of the Committee shall be notified in writing to the student, Executive Dean or Head of School, Chief Executive and Council.
 - i The Appeals and Grievances Committee must comply with the requirements of natural justice but otherwise shall set its own procedures except as provided in this Statute.
 - j The decision of the Appeals and Grievances Committee shall be final and there is no right of appeal to Council or elsewhere within UCOL.
 - k The Appeals and Grievances Committee may uphold or dismiss the appeal, and may raise, lower or confirm a result.
- 9.2.5 Any appeal, grievance, complaint or dispute howsoever arising within UCOL that is not specifically provided for in this Statute or under any existing UCOL policy or UCOL procedure and not concerning any employment matter (which is a matter solely for the Chief Executive or delegate) will be dealt with according to the procedure determined by the Chief Executive. The procedure determined by the Chief Executive in any particular case will depend on a number of factors including (but not limited to) the nature of the appeal, grievance, claim or dispute.

Without limitation the Chief Executive may determine that the Appeals and Grievances Committee is to be convened for the purpose of hearing and deciding a particular appeal, grievance, complaint or dispute.

SCHEDULES INTRODUCTION

The following schedules are:

Schedule 1	A summary of NZQA qualification definitions
Schedule 2	A summary of NZQA level descriptors
Schedule 3	Academic Dress
Schedule 4	Delegations

Schedule 1: NZQA Summary of Qualification Definitions: Levels 1-7

	Certificate 1	Certificate 2	Certificate 3	Certificate 4	Certificate 5	Diploma 5	Certificate 6	Diploma 6
Purpose	To qualify individuals with basic knowledge and skills for work, further learning and/or community involvement	To qualify individuals with introductory knowledge and skills for a field(s)/areas of work or study	To qualify individuals with knowledge and skills for a specific role(s) within fields/areas of work and/or preparation for further study	To qualify individuals to work or study in broad or specialised field(s) / areas	To qualify individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specific field of work or study	To qualify individuals with theoretical and/or technical knowledge and skills within a specific field of work or study	To qualify individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specialised / strategic context	To qualify individuals with theoretical and/or technical knowledge and skills in specialised / strategic contexts
Credits	A minimum of 40 credits at level 1 or above	A minimum of 40 credits at level 2 or above	A minimum of 40 credits at level 3 or above	A minimum of 40 credits at level 4 or above	A minimum of 40 credits at level 5 or above	A minimum of 120 credits from level 4 or above, including at least 72 credits at level 5 or above.	A minimum of 40 credits at level 6 or above	A minimum of 120 credits from level 5 or above, including at least 72 credits at level 6 or above.

Schedule 1 cont... NZQA Summary of Qualification Definitions: Levels 7-10

	Diploma 7	Bachelor's Degree 7	Graduate Certificate 7	Graduate Diploma 7	Bachelor Honours 8	Postgraduate Certificate 8	Postgraduate Diploma 8	Master's Degree 9	Doctoral 10
Purpose	To qualify individuals with specialised and technical knowledge and skills within a professional context	To provide individuals with a systematic and coherent introduction to a body of knowledge of a recognised major subject (or subjects, in the case of a double degree or a double major) as well as to problem-solving and associated basic techniques of self-directed work and learning	To act primarily as a vehicle for degree graduates to pursue further study at an advanced undergraduate level	To act as a vehicle for degree graduates to pursue a significant body of study at an advanced undergraduate level	To recognise distinguished study at level 8	To extend and deepen an individual's knowledge and skills	To extend and deepen an individual's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree	To qualify individuals who apply an advanced body of knowledge in a range of contexts for research, a pathway for further learning, professional practice and/or scholarship	To become an increasingly independent scholar who makes a substantial and original contribution to knowledge
Credits	A minimum of 120 credits from level 5 or above, including at least 72 credits at level 7 or above.	A minimum of 360 credits from levels 5 to 7, including at least 72 credits at level 7	A minimum of 60 credits, including at least 40 credits at level 7 or above	A minimum of 120 credits, including at least 72 credits at level 7 or above	A minimum of 120 credits at level 8, with a research component that represents at least 30 credits at that level	A minimum of 60 credits at level 8	A minimum of 120 credits from levels 7 and above, including at least 72 credits at level 8	A Master's Degree by thesis includes 120 credits, of which at least 90 credits (at level 9) consist of a research project. A Master's Degree by coursework and thesis includes 240 credits, of which at least 90 credits at level 9 are in the form of thesis, dissertation, substantial research paper or scholarly creative work, and of which up to 150 credits are from	At least 360 credits

								coursework. A Master's Degree by coursework is at least 120 to 240 credits. The Master's Degree must comprise a minimum of 40 credits at level 9 with the remainder at level 8. is at least	
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Schedule 2: NZQF Level Descriptors

Dimension	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Knowledge	Basic general and/or foundation knowledge	Basic factual and/or operational knowledge of a field of work or study	Some operational and theoretical knowledge in a field of work or study	Broad operational and theoretical knowledge in a field of work or study	Broad operational or technical and theoretical knowledge within a specific field of work or study	Specialised technical or theoretical knowledge with depth in a field of work or study	Specialised technical or theoretical knowledge with depth in one or more fields of work or study	Advanced technical and/or theoretical knowledge in a discipline or practice, involving a critical understanding of the underpinning key principles	Highly specialised knowledge, some of which is at the forefront of knowledge, and a critical awareness of issues in a field of study or practice	Knowledge at the most advanced frontier of a field of study or professional practice
Skills	Apply basic solutions to simple problems	Apply known solutions to familiar problems	Select and apply from a range of known solutions to familiar problems	Select and apply solutions to familiar and sometimes unfamiliar problems	Select and apply a range of solutions to familiar and sometimes unfamiliar problems	Analyse and generate solutions to familiar and unfamiliar problems	Analyse, generate solutions to unfamiliar and sometimes complex problems	Analyse, generate solutions to complex and sometimes unpredictable problems	Develop and apply new skills and techniques to existing or emerging problems	Critical reflection on existing knowledge or practice and the creation of new knowledge
	Apply basic skills required to carry out simple tasks	Apply standard processes relevant to the field of work or study	Apply a range of standard processes relevant to the field of work or study	Select and apply a range of standard and non-standard processes relevant to the field of work or study	Select and apply a range of standard and non-standard processes relevant to the field of work or study	Select and apply a range of standard and non-standard processes relevant to the field of work or study	Select, adapt and apply a range of processes relevant to the field of work or study	Evaluate and apply a range of processes relevant to the field of work or study	Mastery of the field of study or practice to an advanced level	

Schedule 2 cont... NZQF Level Descriptors

Dimension	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Application [of knowledge and skills]	Highly structured contexts	General supervision	Limited supervision	Self-management of learning and performance under broad guidance	Complete self-management of learning and performance within defined contexts	Complete self-management of learning and performance within dynamic contexts	Advanced generic skills and/or specialist knowledge and skills in a professional context or field of study	Developing identification with a profession and/or discipline through application of advanced generic skills and/or specialist knowledge and skills	Independent application of highly specialised knowledge and skills within a discipline or professional practice	Sustained commitment to the professional integrity and to the development of new ideas or practices at the forefront of discipline or professional practice
	Requiring some responsibility for own learning	Requiring some responsibility for own learning and performance	Requiring major responsibility for own learning and performance	Some responsibility for performance of others	Some responsibility for the management of learning and performance of others	Responsibility for leadership within dynamic contexts		Some responsibility for integrity of profession or discipline	Some responsibility for leadership within the profession or discipline	
	Interacting with others		Collaborating with others	Adapting own behaviour when interacting with others Contributing to group performance						

Schedule 3: Academic Dress

- 1 Graduands of UCOL will appear for graduation ceremonies in the academic dress appropriate to their programme of study.
- 2 The requirement for certificate graduands will be either smart casual dress or a black Cambridge gown. Graduands will be informed, in their graduation packs, if they are not required to book a gown. Where appropriate, the uniform of the profession, trade or occupation may be worn.
- 3 The appropriate academic dress for graduate certificates and graduate diplomas will be a black Cambridge gown without hood or trencher and an appropriate coloured stole. Otherwise, the graduate may choose to wear the regalia from a prior degree, including the hood and trencher. The graduate who chooses to wear prior academic dress will not wear a stole.
- 4 The gown for bachelors' degrees and postgraduate diplomas will be a black Cambridge gown.
- 5 The gown for masters' degrees will be a black Cambridge master's gown.
- 6 Bachelor degree, postgraduate certificate, postgraduate diploma and master's degree graduands will wear a black trencher.
- 7 The colour of the hood for the following undergraduate degrees, masters' degrees and postgraduate diplomas will be:

Black	Bachelor of Applied Management
Black	Bachelor of Applied Science (Medical Imaging Technology)
Black	Bachelor of Applied Visual Imaging/Bachelor of Creative Media
Black	Bachelor of Computer Graphic Design
Black	Bachelor of Computer Graphic Design with Honours
Black	Bachelor of Culinary Arts and Business
Black	Bachelor of Design and Arts
Black	Bachelor of Exercise and Sport Science
Black	Bachelor of Information and Communications Technology (Applied)
Dark green	Bachelor of Nursing
Black	Master of Design
Black	Postgraduate Diploma of Design
Black	Postgraduate Diploma in Clinical Exercise Physiology

- 8 Undergraduate degree graduands will wear hoods with fur or braid trim; the colour of the lining will be as follows:

Gold	Bachelor of Applied Management
Cobalt blue	Bachelor of Applied Science (Medical Imaging Technology)
White	Bachelor of Applied Visual Imaging/Bachelor of Creative Media
Kenya red	Bachelor of Computer Graphic Design
French blue	Bachelor of Culinary Arts and Business
Sea green	Bachelor of Design and Arts
Orange	Bachelor of Exercise and Sport Science
Burgundy	Bachelor of Information and Communications Technology (Applied)
Jade	Bachelor of Nursing

- 9 Honours degree graduands will wear the hood lining colour of the undergraduate degree without fur trim.

- 10 Graduands with graduate certificates or graduate diplomas will wear stoles as follows:

Kenya red Graduate Diploma in Animation (as for Bachelor of Computer Graphic Design)

Gold	Graduate Diploma in Accounting
Gold	Graduate Diploma in Business Information Systems
Pink	Graduate Diploma in Fashion
Sea green	Graduate Diploma in Fine Arts
Burgundy	Graduate Diploma in Information and Communications Technology
Jade	Graduate Diploma in Nursing in New Zealand
Gold	Graduate Diploma in Operations and Production Management
Gold	Graduate Diploma in Project Management
Gold	Graduate Diploma in Sales and Marketing

- 11 The colour of the hood lining without trim for the following master's degree and postgraduate diplomas will be:

Kenya red	Master of Design
Kenya red	Postgraduate Diploma of Design
Orange	Postgraduate Diploma in Clinical Exercise Physiology

- 12 A Korowai (cloak), or other traditional cloak, may be worn over the appropriate academic dress by any member of staff or graduand.
- 13 The Chief Executive and Chair of Council will wear UCOL ceremonial robes with trenchers.
- 14 Staff may choose to wear either the appropriate academic dress for their qualification or the uniform of their profession, trade or occupation.

Schedule 4: Delegations

UCOL is committed to adhering to external requirements, including those imposed by government, the Tertiary Education Commission, Ministry of Education, and the New Zealand Qualifications Act, in accordance with the New Zealand Education Act (1989).

A General Provisions on Delegations

- 1.1 Pursuant to Section 222 of the Education Act 1989 the Council hereby delegates:
 - i To the Chief Executive (including his/her delegates)
 - ii To the Academic Board (including its delegate)
 - iii To the Committees (including their delegates)those functions specified in this Statute on the terms specified.
- 1.2 Nothing in this Statute affects any delegations already given from the Council to the Chief Executive.
- 1.3 The Chief Executive, by signing page 2 of this Statute, delegates to those staff members defined in this Statute on the terms and conditions specified in this Statute the performance of the Chief Executive's functions and exercise of the Chief Executive's powers, whether or not those functions or powers are the Chief Executive's functions and powers by delegation or whether they are matters within the Chief Executive's jurisdiction at law.
- 1.4 Nothing in this Statute affects any delegations already given from the Chief Executive to UCOL staff.
- 1.5 By this Statute, the Council continues the Academic Board and Committees already constituted, establishes the new Committees specified in this Statute and directs that those Committees report to the Academic Board.
- 1.6 Any delegations in this Statute to a committee shall be deemed to be a delegation to the persons from time to time constituting a committee.
- 1.7 All delegations by Council and by the Chief Executive in this Statute do not affect or prevent the performance of any function so delegated or the exercise of any power by Council or by the Chief Executive as the case may be.
- 1.8 All delegations in the Statute are revocable at will in the manner required at law and until revoked continues in force according to their tenor.

B Delegations by Council

1.1 To the Chief Executive (including delegate)

- To set a fee for exit awards (3.2.2)
- With the Executive Dean to confer Certificates (3.3.3 (i))
- With the Chair of Council to confer Diplomas, Bachelor Degrees, Bachelor Honours Degrees, Graduate Certificates, Graduate Diplomas, Postgraduate Certificates, Postgraduate Diplomas, Master's Degrees and Doctoral Degrees
- To withdraw or refuse to grant an award in certain circumstances (3.3.5)
- To refuse to admit students to UCOL (6.1.2)
- Specify enrolment requirements (6.3.5)
- To cancel the enrolment of students (8.2.2)

1.2 To the Academic Board

- To approve Programme Regulations which provide for students to receive exit awards (3.2.1)
- To review the membership of all committees (4.2.11)
- To approve programmes leading to awards (5.1.1)
- Where numbers are capped by Council and when applicants for places exceed the number of places available to establish selection criteria (6.3.2).

1.3 To Committees

- To the Academic Approvals Committee for the approval of new programmes, curricula and qualifications and significant changes to existing programmes, curricula and qualifications (4.3.1 via the Academic Board)
- To the Research and Knowledge Transfer Committee to foster quality research (4.4.1)
- To the Appeals and Grievances Committee to hear and make decisions on appeals on academic matters (4.5.1)
- To the Faculty Boards of Educational Improvement to monitor the academic quality development and delivery of programmes within each Faculty (including regional centres where appropriate), to promote excellence in teaching and assessment practice and to foster continuous quality improvement (4.6.1).

C Delegations by the Chief Executive

- 1.1 From time to time, to a member of the Academic Board to chair the Academic Board (4.2.5).
- 1.2 To specified academic staff to take disciplinary proceedings (8.2.1 a).
- 1.3 To take disciplinary action (8.2.1 b and c) to the Executive Dean.
- 1.4 To specified academic staff, to make declarations under section 19(4)(c) of the Health Practitioners Competence Assurance Act 2003.
- 1.5 From time to time, to a member of the Academic Board to undertake specialist academic duties or responsibilities.

Teaching and Learning Framework Policy

APPENDIX IV



Controlled Document – refer to Intranet for latest version

Category: Academic	Date Created: September 2016
Responsibility: Executive Director Education and Applied Research	Date Last Modified:
Approval: Executive Director Education and Applied Research	Version: 16.1

Introduction

UCOL is committed to a student centered model where successful outcomes for students, and meeting the expectations and requirements of our community stakeholders are core. Being able to achieve both of these outcomes requires a focused Teaching and Learning approach that leads the direction of the institution, is well understood by staff, and provides clear focus for programme development. The guiding principle is that where practicable students at UCOL should be able to study where they want, when they want, and how they want.

Purpose

The Framework is to be used to:

- Develop and co-ordinate UCOL's Teaching and Learning strategy.
- Provide Strategic direction for developing new programmes and product, and enhance current delivery, which meets UCOL's Teaching and Learning strategy.
- To guide institutional investment to achieve UCOL's Teaching and Learning strategy, including the built environment (particularly teaching and learning design), investment in new technologies, and investment in ongoing focused professional development for new and existing staff.

Context

Tertiary Education globally is constantly evolving and changing often centered around a focus on the quality of the learning process and the role of the learner as an active participant, the role of technology in supporting learning and teaching processes and the changing role of the teacher in this learner-centered environment.

In addition there are environmental factors including the 6 priorities under the Tertiary Education Strategy 2014-2019 that include Māori and Pasifika, Under 25's, Skills for Industry, Literacy and Numeracy, and growing both Research and International. The tertiary sector has increased accountability, and is looking for ways of diversifying product (and hence income) through collaboration, partnerships and networks of provision for both development and delivery.

Specifically UCOL's learning and teaching developments need to take account of the wide range of contextual pressures, institutionally, regionally, nationally and globally.

1. Strategic Story 2015-2018

The Teaching and Learning Framework aligns to UCOL's Strategic Story 2014-18.

That "there is unprecedented demand for places at UCOL individuals prosper and grow that industry values our programmes as work relevant, and the graduates we produce."

The Strategic Story includes as part of its outcomes four institutional goals around our vision to “inspire students, businesses, and communities to succeed”:

- Individuals choose UCOL as their preferred provider of learning
- Our students succeed
- We collaborate with key stakeholders to find unique solutions and mutually beneficial outcomes
- We are a high performing tertiary education institute.

This Teaching and Learning Framework provides strategic aims specifically related to teaching and learning and provides a philosophical and pedagogical background to these aims.

1.1 Guiding Principles

UCOL established Te Atakura as an initiative in 2013 with the aim to achieve parity between Māori and non-Māori student completions and improve the educational experience and outcomes for all students.

Te Atakura has a clearly identified kaupapa (purpose) that aligns with UCOL’s institutional values of whanaungatanga demonstrated by:

- **Manaakitanga:** Care for students as culturally-located human beings above all else within a supportive environment.
- **Mana motuhake:** Care for and having high expectations for the performance of our students and enable the development of personal or group identity and independence.
- **Whakapiringatanga:** Creating a secure, well-managed learning environment by incorporating routine pedagogical knowledge with pedagogical imagination.
- **Wānanga:** Engage with students using effective teaching interactions with rich, dynamic sharing of knowledge
- **Ako:** Using strategies that promote effective teaching and learning interactions and relationships with their learners.
- **Kotahitanga:** Promote, monitor and reflect on outcomes in a collaborative manner that will lead to improvements in educational achievement for all students.

Effective educators create a culturally appropriate and responsive context for learning. In doing so they positively and absolutely reject deficit theorizing as a means of explaining students’ educational achievement levels. They know and understand how to bring about change in students’ educational achievement and are professionally committed to doing so.

These values inform UCOL’s vision of Teaching and Learning and the underlying guiding principles, which are:

- **Participation:** Learners are actively engaged in the learning environment as participants rather than passive recipients of knowledge.
- **Empowerment:** Approaches to learning, teaching and assessment are designed to foster student engagement and develop students’ skills and attributes such that they become critically reflective life-long learners who take responsibility for their own personal and professional development.
- **Employability:** Developing learners’ personal capability, an integration of diverse qualities, skills and knowledge so preparing them as learners for the 21st Century with a range of literacies required for the future. These include for example digital literacies, sustainability awareness and learning for equality and diversity.

- **Community:** Recognising and valuing learning as a social process; learners including staff as well as students are encouraged to participate in and contribute to communities of learning, locally, regionally, nationally and internationally.

2. Learning

2.1 Learning Contexts

Learning contexts are becoming more diverse and flexible allowing all students from a broad background (e.g. school leavers, non-linear & lifelong learners, in work, and international) to consume their learning in a wide range of delivery modes. Modes which were considered “Alternative and “non-traditional”” are now considered mainstream and usual and increasingly demanded by learners and other stakeholders. These will include: work integrated learning¹, just in time learning, blended delivery, technology-enhanced learning, co-generated curricula, authentic assessment, and simulation, etc.

2.2 Learning Design

Our programmes need to reflect the institutional vision and guiding principles. In particular all learning designs will:

- Be informed by current research, scholarship, advanced practice and knowledge of the relevant industry/profession.
- Be holistic both in terms of designing for the full student learning hours and recognising that the learning environment extends beyond the classroom, promotes life-long learning, and positive student outcomes.
- Incorporate a wide range of learning approaches including ‘problem-based learning’, ‘inquiry-based learning’, ‘experiential learning’, ‘research-based learning’ and ‘reflective learning’.
- Maximise opportunities for student progression and ensure that this is supported by appropriate formative and summative assessment opportunities.

2.3 Teaching

Teaching at UCOL will take a flexible learning approach including the use of technology-enhanced learning where the learner has a range of options from which to choose with respect to their individual learning journey.

Teaching via flexible delivery must ensure that learners have greater access to learning opportunities and supportive learning environments including:

- Accreditation of Prior Learning opportunities
- Portfolio based work-based learning
- Blended designs that are less dependent upon specific locations and times
- Design of physical learning spaces that allow for multiple modes of delivery
- Provision of social learning spaces outside the classroom
- Shared expertise delivered across all campuses and programmes contextualized to meet specific learner needs

¹ Work integrated learning includes: team-based project work with a 'real-world' problem or task, research projects, industry led projects, student interaction with practitioners on campus or online, problem-based and issues-based approaches, role plays, simulation and emulation, placements, internships (or externships), co-created programs, and work-based learning (adapted from www.uwe.ac.uk)

3. Realising the UCOL Vision

The UCOL vision will be realised through the following strategic aims:

Provide a supportive environment, in which teaching is recognised, valued and rewarded for all those who teach and support learning in UCOL:

- Develop a clear staff capability framework that actively encourages and rewards scholarly and innovative approaches to teaching and learning.
- Ensure that all support services are learning design led and provide a supportive and welcoming environment.

Promote and foster creativity in curriculum design and delivery:

- Develop a whole institution approach to learning design ensuring that the principles of constructive alignment apply to supporting systems and processes.
- Embedding the principles in all new programme developments

Ensure all strategies and policies articulate with the Teaching and Learning Framework to ensure that decision-making is teaching and learning led.

Clearly defined education portfolio development principles and processes.

Enhance the quality of the physical and virtual learning environments for students and staff to support all forms of flexible delivery.

4. Indicative Outcomes

Evidence for the embedding of the Teaching and Learning Framework will come from the following indicative outcomes:

Capable learners, with relevant knowledge and skills, equipped with life-long learning skills:

- *As evidenced through Graduate and Employer Satisfaction Survey*

Excellent and respected teachers:

- *As evidenced through teaching qualifications of Academic Staff, Teaching and Learning Research outputs and Awards*

Future-oriented and sustainable portfolio:

- *As evidenced through sustained student applications and completions*

Programmes, curricula and learning contexts that contribute to student success and meet stakeholder needs:

- *As evidenced through student satisfaction and completion rates*

Quality improvement through self-assessment and evaluation:

- *As evidenced through the Annual Programme/Cluster Self Assessments and other self-assessment activities*

Embedded scholarly approaches to learning and teaching:

- *As evidenced through new programme developments*

Educational outcomes valued by stakeholders:

- *As evidenced through graduate and employer satisfaction*

4. Implementation

This Framework sets out the core teaching and learning principles for UCOL, to which policies and plans within the institution will be aligned, such that any new programme development is required to demonstrate how it articulates the principles.

Guidance will be provided through the **Teaching and Learning Committee, High Performing Teaching Teams**, the **Academic Board** (and relevant sub-committees) and the **Academic Quality Office**. Implementation will occur at **Faculty** and **School** level.

An annual summary paper on progress and evaluation will be produced for Academic Board.

Part I

Health and Safety Monthly Report

Period Ended 31 May 2017

1.0 Recommendation

It is recommended that Council

1. Receives the Health and Safety Report for May 2017.

2.0 Executive Summary

Council is committed to providing a safe and healthy environment not only for its employees but for students, contractors and visitors alike. To ensure this happens UCOL has put into place a programme across all areas of Health and Safety which is monitored and reviewed annually or as required.

3.0 Influenza Inoculation Programme

UCOL offered all staff from Palmerston North, Whanganui and Masterton campuses the opportunity to have their annual Influenza injections. This was a successful initiative with 107 staff members in Palmerston North, 23 in Whanganui and 8 in Masterton receiving the inoculation. The inoculation this year is called Fluguadri (4 strain) and covers the 4 strains of the influenza virus.

4.0 Council Campus Visit Programme

The Council visit programme began in Masterton on 31 May 2017. The Council visited three areas including Hair and Beauty, Automotive and the Fab Lab. This programme has been put in place for the Council to gain an understanding of the courses being delivered, and risks associated with these activities. The areas of higher risk will be visited first.

5.0 Review of Occupational Health Services, and Health and Safety Management System.

UCOL is currently finalising the delivery of Occupational Health Services to all campuses. This should be completed by end of July 2017. Also underway is a

review to find the most appropriate Health and Safety Management System to meet UCOL's needs now and in the future. This will included a reporting tool that has the capacity to graph, benchmark and identify trends so we can target the areas of greater need.

6.0 Notifiable Events

With the introduction of the new Health and Safety at Work Act 2015 serious harm has been replaced with "Notifiable Events".

Over this reporting period there has not been any serious harm or notifiable events as shown in the table below.

Notifiable Injuries/Illnesses	Nil
Notifiable Incidents	Nil

**Sylvie Hickton (Health and Safety Manager) for
Leeza Boyce
Chief Executive**

Date: 23 June 2017



Office of Hon Paul Goldsmith

Minister for Tertiary Education, Skills and Employment
Minister of Science and Innovation
Minister for Regulatory Reform

UCOL Council

26 MAY 2017

23 MAY 2017

Malcom Inglis
Chair
Universal College of Learning
Private Bag 11-022
Palmerston North 4442

Dear Malcom

I am writing in response to receiving the 2016 Annual Report for the Universal College of Learning (UCOL). I was pleased to read about UCOL's many achievements during 2016.

I was interested to read of the new Accelerate25 initiative and look forward to reading of its success in the future.

In the context of the Government's focus on Māori, Pasifika, and under-25 year old students as priority groups for tertiary education, I was pleased to read of the continued focus UCOL has on lifting achievement for Māori learners through staff involvement in Te Atakura. I encourage UCOL to consider other ways in which achievement can be lifted for all priority learners.

You will also be aware that the Tertiary Education Strategy (TES) for the period 2014–2019 includes six priorities for tertiary education. To this end, I was pleased to read of UCOL's focus on trades training, through involvement in Māori and Pasifika Trades Training and the Accelerate25 initiative. I encourage you to consider all the ways UCOL can contribute to meeting these priorities.

Finally, I wish to congratulate UCOL on a productive year and on the solid results it has delivered in a number of areas. I look forward to seeing the staff and students of UCOL build on these achievements in 2017.

Yours sincerely

Hon Paul Goldsmith
Minister for Tertiary Education, Skills and Employment

cc: Leeza Boyce, Chief Executive