



UCOL COUNCIL MEETING

MONDAY, 16th MARCH 2026 AT 10.30AM

Meeting to be held on the Whanganui Campus

Meeting Room : E-2-22

Universal College of Learning (UCOL) Council Meeting

Date:	Monday, 16 March 2026
Mihi whakatau and Partners Morning Tea	9.30am - 10.15am
Council Only Time:	10.15am - 10.30am
Commencement of Council Meeting:	10.30am
Lunch:	12.30pm - 1.00pm
Tour of A Block / Facilities	1.00pm
Council Meeting Concludes:	3.00pm
Venue:	UCOL, Whanganui Campus (Meeting Room E-2-22)
Council Members:	Leanne Southey (Chair), Troy Hobson, Ian McKelvie
Partners Morning Tea	Andrew Tripe , Mayor, Rach Hoskin , Strategic Lead, Education & Technology WDC, Helen Garner , CE Whanganui Business Chamber of Commerce, Katarina Hina , GM Rūnanga Operations Te Rūnanga o Ngā Wairiki Ngāti Apa, Hellen PuhīPuhī , founder Born & Raised Pasifika

Open Agenda

Item	Paper	Business	Presenter
1.		Welcome / Apologies	Chair
2.		Register of Interests	Chair
3.	10/26	Minutes from Previous Meeting (Open Meeting)	Chair
4.		Chair's Report (<i>Verbal</i>)	Chair
5.	11/26	UCOL Academic Statute	Executive Director, Quality and Academic Assurance
6.		Resolution to Exclude Public in accordance with the Public Excluded Agenda	Chair
7.		Close of Open Part of Meeting	Chair

Universal College of Learning (UCOL) Council Register of Interests

Last updated 27 February 2026

Name	Interest	Nature of Interest
Leanne Southey Chair	Wellington Water Limited	Director
	Trust House Limited	Director
	Kauri Healthcare Limited	Director and Chair
	Masterton Community Trust	Trustee
	Trust House Foundation	Trustee
	Wairarapa Community Health Trust	Trustee
	Southey Sayer Limited	Director and Shareholder
	Southey Sayer Limited	Director and Trustee <i>(role as Chartered Accountant)</i>
	Mangan Graphics Limited	Shareholder
Troy Hobson Deputy Chair	Eastern and Central Community Trust	Chair
	T J Hobson Holdings Limited	Director
	Fonterra Cooperative Council	Council Member
	Growing Future Farmers	Trustee
	HNZ Trust	Trustee
	Tahamata Incorporated	Shareholder
	Dairy Trust Taranaki	Trustee
Ian McKelvie Member	Manawatū Community Housing Trust	Trustee
	Pukemarama Farms Limited	Director
	Manawatū District Council and Horizons Regional Council	Advisory Service
	Manawatū Harness Racing Club	Vice President

Universal College of Learning (UCOL) Council Meeting

MINUTES

16 February 2026 at 11.30am
Manawatū Campus - Paul McElroy Room (8.0.01)

Present: Leanne Southey (Chair), Troy Hobson, Ian McKelvie.

In Attendance: Jasmine Groves (Chief Executive), Dave Robinson (Executive Director Corporate Services), Gianetta Lapsley (Executive Director Quality and Academic Assurance), Daniel Kawana (Manahautū), Danny Reilly (Executive Dean - Engineering & Applied Technologies), Dean Rankin (Executive Dean - Health and Humanities), Paula Birchall (Council Secretary), George Heagney (Stuff)

ITEM 1: Welcome / Apologies

The Chair welcomed all attendees to the meeting. There being no apologies the meeting opened at 11.28am.

ITEM 2: Register of Interests

- The Chair requested a register of interest for the UCOL Executive Leadership Team be included in the papers and provided for the next meeting.
- Deputy Chair to send his interests to the Council Secretary prior to the next meeting.

ITEM 3: Chair's Verbal Update

Members received a brief verbal update from the Chair. In particular, the Chair noted:

- Chairs will be meeting monthly.
- On 23 April, a joint meeting with all Chairs and Chief Executives will be held.

The Chair's report was noted.

ITEM 4: 01/26 - Legacy IT Systems

The Chief Executive spoke to the paper.

RESOLVED (L. Southey / I. McKelvie)

That UCOL Council:

1. Receive the Legacy IT Systems report.
2. Note the Executive Leaderships team's intention to prioritise work on legacy IT systems.

CARRIED.

ITEM 5: 02/26 - Eke Panuku, Eke Tangoroa - Strategic Transition Roadmap 2026

The Chief Executive spoke to the paper. Council noted the need for strong focus on financial viability. Council also discussed the level of its involvement and confirmed it will be heavily engaged in the development of the full strategy.

RESOLVED (L. Southey / T. Hobson)

That UCOL Council:

1. Receive the interim Strategic Transition Roadmap 2026 - Eke Panuku, Eke Tangoroa.
2. Note communication with staff and development of the full strategy will commence.

CARRIED.

ITEM 6: 03/26 - Funds Management (Investments) Policy and Procedure

The Chief Executive spoke to the paper.

- Discussion took place around Staff Loans and Advances. It was clarified that this referred specifically to Staff Higher Qualifications Funding, and Council requested that this be made more explicit.
- Section 4. Institutions and Investment Limits - Council requested that this be expanded to provide greater detail on the associated risks, noting that the current wording reflects a conservative approach.

RESOLVED (L. Southey / I. McKelvie)

That UCOL Council:

1. Note the Funds Management (Investments) Policy and Procedure.
2. Requests that the Policy and Procedure be updated following the discussion and be revisited at the March meeting for approval.

CARRIED.

ITEM 7: 04/26 - 2026 Key Dates and Proposed Council Meeting Dates

The UCOL Council received the 2026 Key Dates and Proposed Council Meeting Dates paper and endorsed the proposed 2026 Council meeting dates until July. It was noted a review will take place in July around the frequency of meetings. It is envisaged they will move from being held monthly to either six weekly or bimonthly.

ITEM 8: Resolution to Exclude the Public

RESOLVED (L. Southey)

That the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public. The general subject of each matter to be considered while the public is excluded, the reason for passing the resolution in relation to each matter are as per the table below:

Item	General subject of each matter to be Considered	Section(s)
10.	Chief Executive's Report	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
11.	Health and Safety Report	Section 9(2)(g)(ii) OIA
12.	Finance Report	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
13.	Property Report	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
14.	International Recruitment Report	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
15.	UCOL Council Sub-Committees and Roles	Section 9(2)(g)(ii) OIA
16.	Minister and UCOL Council Appointees	Section 9(2)(g)(ii) OIA

Interests

Section	Interest
Section 9(2)(a) OIA	To protect the privacy of natural persons, including that of deceased natural persons.
Section 9(2)(b)(ii) OIA	To protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information.
Section 9(2)(g)(ii) OIA	To maintain the effective conduct of public affairs through the protection of such Ministers, members of organisations, officers, and employees from improper pressure or harassment

Section 9(2)(h) OIA	To maintain legal professional privilege
Section 9(2)(i) OIA	To enable a Minister of the Crown or any public service agency or organisation holding the information to carry out, without prejudice or disadvantage, commercial activities
Section 9(2)(j) OIA	To enable a Minister of the Crown or any public service agency or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations)

And that certain employees from UCOL namely Dave Robinson, Dean Rankin, Danny Reilly, Gianetta Lapsley, Daniel Kawana and Paula Birchall be permitted to remain at the meeting, after the public has been excluded, because of their specific knowledge in relation to the agenda items. This knowledge, which will be of assistance in relation to the matters above to be discussed, is relevant to those matters because they have assisted in the progression of such matters.

CARRIED.

ITEM 9: Closure of the Open Meeting

There being no further business the Council moved into a public excluded session at 11.52am.

Dated:

Signed as a correct record

Leanne Southey
Chair

UCOL Council Meeting

16 March 2026

Agenda Item Number:	5.
Paper Number:	11/26
Title:	UCOL Academic Statute
Provided By:	Executive Director Quality and Academic Assurance (Gianetta Lapsley)
Item for:	Approval

Recommendation

It is recommended that the UCOL Council:

1.	Approve the change in title from 'UCOL Academic Statute' to 'UCOL Academic Governance Statute'.
2.	Approve the March 2026 initial refresh and update of the Academic Governance Statute to have effect from 1 st April 2026.

Purpose

To ensure that the UCOL Academic Statute is up to date to be used confidently again by UCOL staff.

That the UCOL Academic Statute is supported and approved by the UCOL Council.

Background

The UCOL Academic Statute still in effect through the time of being part of Te Pūkenga, was afforded that status due to the Te Pūkenga grand-parenting policy. The policy provided for instances where there was a difference between Te Pūkenga Te Kawa Maiorooro / Educational Regulatory Framework (which outlined generic provisions), and UCOL's academic statute and academic regulations and ways of working.

That said, the directive from Te Pūkenga was to not undertake revisions, updates or changes to institutional academic regulations/frameworks and statutes. The UCOL Academic Statute is therefore dated not least because of disestablished positions and operational structural changes.

Summary

Terminology, positions/titles, the introduction and current legislative context and detail has been updated. The legislative change to the Education and Training Act 2020 including amendments (2025) are now reflected accurately.

The Terms of Reference of the Academic Committee and sub-committees have been refreshed to ensure these are well provisioned to operate in 2026.

In 2026 a more comprehensive review of UCOL academic governance processes operationally, and the academic regulation within the Statute is underway. Alignment of the Statute with the UCOL Standing Delegations Register (establishment document for 1 January 2026 transition) and greater transparency for users of further or sub-delegation for academic matters is the initial step in the review.

The committees, and their terms of reference will also be considered.

The UCOL Academic Committee approved the 2026 Academic Statute refresh and update including the change in title to Academic Governance Statute at its meeting on Tuesday, 3 March 2026.

Supporting Information

Appendix I - UCOL Academic Governance Statute (2026)

DRAFT UPDATE #1 March 2026 Terminology, titles, legislation, glossary, Committee membership.

UCOL Academic Governance Statute

2026

UCOL Campuses and sites at:

Palmerston North

Masterton

Whanganui

Levin

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UCOL Academic Governance Statute pursuant to Part 4 Subpart 4 Polytechnics of the Education and Training Act 2020

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A. This Statute is made pursuant to Part 4 Subpart 4 Polytechnics and Schedule 11 of the Education and Training Act 2020 ("the Act").

The Council is the governing body of the Polytechnic under sections 314–321 of the Act and is responsible for the governance of the Polytechnic.

The Council retains ultimate responsibility for academic governance and for maintaining the quality, integrity, and standards of the Polytechnic’s education and Pursuant to, Part 4 Subpart 4 Polytechnics and Schedule 11 of the Act the Chairperson of the Academic Committee hereby confirms that the Academic Committee has been consulted and advises the Council to adopt this document as Academic Governance Statute 2026.

Signature _____ Date _____
(Chair, Academic Committee)

B Pursuant to Part 4 Subpart 4 Polytechnics and Schedule 11 of the Act the Council has requested and considered the advice of the Academic Committee in respect of the attached Academic Governance Statute.

C The Council hereby revokes the Academic Statute 2017.

D Pursuant to Part 4 Subpart 4 Polytechnics and Schedule 11 of the Act the Council hereby resolved to make the attached Academic Governance Statute effective from the date that this resolution is passed:

Signature _____ Date _____
(Member, UCOL Council)

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PART I: INTRODUCTION

1.1 The Academic Governance Statute

- 1.1.1 This Statute is the Academic Governance Statute of the Universal College of Learning (UCOL) and is made by Council pursuant to Section 4 Subpart 4 Polytechnics and Schedule 11 of the Education and Training Act 2020, as amended by the Education and Training (Vocational Education and Training System) Amendment Act 2025 (in force from 1 January 2026).
- 1.1.2 This Statute sets out the academic governance arrangements for all academic activities UCOL undertakes.
- 1.1.3 This Statute applies to the kaimahi, ākonga and Council of UCOL, unless the Council resolves or the Chief Executive directs that it does 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.
- 1.1.4 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 Governance Statute.
- 1.1.5 Where a programme of study is subject to regulation by both UCOL and an external body, 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.
- 1.1.6 The Council or the Chief Executive may, from time to time, direct that this Statute or any UCOL policy, protocol or Programme

Regulations may not apply in a specific circumstance. Where the Chief Executive exercises this discretionary power and the specific circumstance is 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 Committee and committees are delegations by Council under Polytechnics the provisions of art 4 Subpart 4 and Schedule 11 of the Act to the Academic Committee 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 Committee are committees of Council appointed by Council within their responsibilities afforded by Part 4 Subpart 4 Polytechnics and Schedule 11 of the Act
- 1.2.2 The provisions of this Statute that refer to the Chief Executive include the Chief Executive's delegate. If the function or power is a function or power of Council, the provisions of this Statute comprise a delegation by Council under the provisions of Part 4 Subpart 4 Polytechnics and Schedule 11 of the Act 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 kaimahi) 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 provided for by Part 4 Subpart 4 Polytechnics and Schedule 11 of the Act 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 (Version 8) comes into force on 1 April 2026. This Statute repeals all previous Academic Statutes and all their amendments.

1.3.2 All Programme Regulations existing on 1 April 2026 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
- The Statutes and/or Policies and/or Programme Regulations conflict within the same document, and/or
- Programme Regulations 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 ākonga 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 a ensure proper standards of integrity, conduct and concern for the public interest and well-being of ākongā attending UCOL are maintained.

1.5 Document Change

- 1.5.1 The Academic Governance Statute at UCOL is approved by UCOL Council, after consultation with Academic Committee. This Statute is Version 8. Each time this version is amended as part of UCOL's continuous improvement process, it will be allocated a sub-number to V8, eg, V8.1
- 1.5.2 The current, definitive copy of the Statute is published on UCOL's Intranet. Print copies are not produced or issued due to cost and immediately at point of print being an uncontrolled copy (and possibly superseded). in

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 Executive Director, Quality & Academic Assurance, 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 Appeal The process by which a ākonga can appeal the final result for an assessment/course or other academic decision. The review will be carried out by a person/s independent of the original decision.

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 Committee (AC) A committee established by the Council of a tertiary education institution by provisions afforded by the Act, Part 4 Subsection 4 Polytechnics. The Academic Committee of UCOL established under Part IV of the Academic Governance 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 kaimahi means any person appointed to a position of this title by the Chief Executive. (Previous terms include lecturer, tutor, kaiako).

Academic Misconduct Any act or omission by a ākonga which breaches academic guidelines, rules or regulations or the specific requirements of a programme or course.

Academic Portfolio Manager Kaimahi appointed by the institution to lead a Programme Portfolio and associated staffing, development and resourcing for the successful ongoing delivery of each programme, and achieving high quality outcomes for UCOL ākonga.

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

Academic Record/Transcript means a permanent electronic record and documentation recording the course titles, unit standards, credits and results awarded covering the period of ākonga enrolment.

Accreditation The status awarded under Section 441 of the Act when an education provider has shown that it can an approved programme leading to a qualification on the New Zealand Qualifications Framework.

Achievement Standards A nationally registered, coherent set of learning outcomes and associated assessment criteria together with technical and management information that supports delivery and assessment. Achievement standards specify three standards of performance (Excellence, Merit and Achieved) and the method of assessment, which may include national external assessment.

Act means the Education and Training Act 2020 and includes any Amendment Acts or Act passed in substitution for the Education and Training Act 2020.

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.

Aegrotat Pass Where ākonga performance in summative assessment is affected by any circumstance or situation which the ākonga could not have reasonably prevented (including sickness or injury to the ākonga, or bereavement) an Aegrotat Pass may be considered.

Ākonga A person enrolled in one or more courses in formal and non-formal programmes of study at an institute.

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

Approved Assessor means a person who is not a an academic kaimahi employed by UCOL but is deemed by the Academic Committee to have the authority to carry out assessment.

Articulation A formal agreement between two or more institutions that may allow specific programmes or courses of programmes at one institution to be delivered by one or more of the parties.

Assessment The collection and evaluation of evidence to establish the level of an individual's performance.

Assessment Criteria Statements against which the standard of performance of an element/outcome is assessed (NZQA).

Assessment of Prior Learning (APL) means a process through which applicants provide evidence that is assessed to establish if they meet the graduate profile outcomes, course aims/ learning outcomes of a programme of study and/or courses.

Award means a qualification awarded by UCOL, as described in the Academic Governance 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) The person appointed by Council to manage the academic and administrative affairs of the institution as required under Part 4 Subpart 4 Polytechnics, of the Act.

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

Conceded Pass Awarded where an ākonga, who has marginally failed one course is awarded credit for the failed course (conceded pass) having achieved all other programme requirements.

Conditional Pass An interim achievement status for a course awarded subject to the satisfactory completion of an agreed portion of work or assessment where a ākonga has narrowly failed to meet the required academic standard. Where a conditional pass has been granted for a particular course, the course will not be credited until the pass has been confirmed following the satisfactory completion of the agreed portion of work or assessment.

Conjoint Programme An institutional or an inter-institutional arrangement which provides for two programmes to be completed simultaneously, in a shorter timeframe than would be required to complete the individual programmes consecutively.

Co-requisite means one or more specified course(s) that must be undertaken in conjunction with another course to gain credit within a programme of study.

Council The governing body of a tertiary education institution as defined by the Act including its committees and duly authorised delegates.

Course means the smallest component of a programme of study in which an ākonga enrolls that contributes credit toward the completion of the programme and qualification.

Credit means the unit of value of a Course or programme of study. For UCOL courses, one (1) credit usually equates to a minimum of ten (10) hours of ākonga effort including assessment. 120 credits is considered a full-time, full-year workload.

Credit Transfer The recognition of credit (a named course) already achieved towards one qualification being transferred and used to gain a different qualification.

Cross Credit The recognition of credit awarded for having successfully completed a similar course to the required standard and using this to achieve a different qualification than originally intended.

Endorsement of a qualification (usually New Zealand Certificates and NZ Diplomas) refers to a significant area of specialised content determined by the qualification developer which must be reflected in the programme of study design.

Entry Criteria The criteria for admission to a specific programme of study as set out in the related Programme Regulations. May include minimum academic entry, English language proficiency and general/other entry conditions.

Exceptional Circumstances means critical personal circumstances relating to ākonga health and/or personal life that may seriously impact on the academic result in a course/programme. These circumstances must be viewed as having a significant negative and disruptive impact on ākonga performance in assessment or attendance and participation to be deemed Exceptional Circumstances. Once confirmed this status may contribute to an ākonga having access to more lenient arrangements regarding Course Withdrawal without penalty.

Excluded Ākonga An ākonga who has been removed from a course or programme and is not permitted to re-enrol without the express prior permission of the institution, having demonstrated redress of the original reasons for exclusion.

Executive Dean means the person appointed by the Chief Executive to lead and manage the operation within a Faculty and includes the Executive Dean's delegate.

Executive Director means the person appointed by the Chief Executive to be the lead and manage the operation of services and systems to support faculties and institutional operation and includes the Executive Director's delegate. .

External Moderator means a person external to UCOL appointed to pre-and/or post-assessment moderate UCOL assessments and samples of marked ākonga work for the purposes of consistency and quality assurance. .

External Monitor A person or body external to the institute, who may be appointed by NZQA or UCOL to assist in the continuous improvement of academic standards through regular review of an identified programme of study.

Faculties, Departments, Programme Portfolios, Campuses or Sites mean operational units as directed in writing by the Chief Executive.

Faculty Board of Educational Improvement (FBEI) means a committee with responsibility for the academic management of a group of programmes, as established under Part IV of the Academic Governance 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 Assessment which facilitates learning and allows ākonga to obtain feedback on progress, levels of skills and/or knowledge acquired without contributing to credit achievement and a final grade.

Institute An educational institute constituted under the Education and Training Act 2020.

Insufficient academic progress is grounds for possible cancellation of enrolment by UCOL as per the authority delegated to the Chief Executive by Council to decline enrolment.

Major Identifies a substantial component of an approved qualification (usually a degree) and is part of the approved title of the qualification. The outcome statements for different majors within a degree will be different. The Programme Regulations must specify the specific courses and credits required for the award of the major. Normally 120 credits across levels 6 and 7 are specified.

Merit means an award given for a course where a ākonga 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.

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, to help ākonga 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, which lists all quality assured qualifications in New Zealand. The framework is the definitive source for accurate and current information on each qualification.

Original Work means material that has been produced by the author without the direct assistance of another person or artificial intelligence, beyond general advice and guidance.

Own Work Means material that has been produced by the author and may consist of a combination of original work and the credited work or assistance of another person or artificial intelligence.

Plagiarism A form of academic misconduct whereby someone else's work, designs or ideas are presented as if they were one's own original work, without clear acknowledgement of the original source.

Policy set Written statements of intent and process that provide direction, set parameters and define the expected practices/outcomes/procedures for significant activities of an institution.

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

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 NZQA, describing the progression and requirements for successful completion of a programme so that an award may be granted.

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

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

Quality Management System Coherent management activity that ensures quality policies and objectives are set, implemented and evaluated (NZQA). At UCOL this document is referred to as the Academic Quality Management System (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 Prior Learning (RPL) The formal assessment of an individual's relevant knowledge and skills (gained through prior learning) to determine achievement of learning outcomes of a qualification for the purpose of awarding credit towards that qualification.

Recount A check of the calculation of marks recorded by assessors.

Remark The marking of an item of assessment by a subject specialist other than the academic staff member who initially marked the item, independent of the original marking, followed by a recalculation of the final grade where appropriate.

Research An intellectually controlled investigation that leads to advances in knowledge through the discovery and codification of new information or the development of further understanding about existing information, and practice (*shortened version of the NZQA definition. For a full definition refer to <http://www.nzqa.govt.nz> and documentation relating to the approval and accreditation of degrees*).

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

Restricted Pass Awarded where the ākongā has narrowly failed to meet the required standard for the course and one which, when awarded, does not qualify a ākongā to enrol in a subsequent course / programme for which a pass in the original course is a pre-requisite.

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Resubmission The opportunity for a ākonga to resubmit an assessment following a rework of part/s of the original assessment; usually within a short timeframe and within the timing of the course or programme.

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

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 ākonga in exceptional circumstances at the discretion of the Faculty Board of Educational Improvement (Academic Governance Statute , Part VII).

Specialisation Identifies a focus within an approved qualification that is less than that of a Major, is not included in the title and does not have a unique outcome statement.

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.

Statute means Academic Governance Statute (AGS).

Strand A specialisation within a qualification that represents a major component of the qualification, and is at the level of the qualification. Strands are documented through strand-specific outcomes in the graduate profile.

Strands may be elective or optional and include Strand Compulsory or Strand Elective Sets. Qualification titles may include strands that recognise specific skill sets.

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

TEC means Tertiary Education Commission constituted by the Education and Training Act 2020 Section 429.

UCOL means the Institution, which is a polytechnic, constituted under the Education and Training Act 2020 Part 4 Subpart 4 Polytechnics as UCOL, Universal College of Learning.

Unit Standard 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 requirements for a specific function are fulfilled.

PART III: AWARDS OF UCOL

3.1 The Awards Offered by UCOL

- a Micro Credentials
- b New Zealand Certificates
- c New Zealand Diplomas
- d Bachelor's 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 tall 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.
- 3.1.4 Where completion of the Programme leads to an award by another authority the regulations of that authority will apply. These include, but are not limited to CISCO and any other relevant body.

3.2 Conferment of Awards

- 3.2.1 Subject to the Act 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.
- 3.2.2 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.
- 3.2.3 The conferment of awards is delegated as follows:
- i Certificates (excepting Certificates of Proficiency, Statement of Attendance) – Executive Dean and Chief Executive (or their delegate).
 - ii Diplomas, Bachelors Degrees, Graduate Certificates, Graduate Diplomas, Postgraduate Certificates, Postgraduate Diplomas, Masters Degrees and Doctoral Degrees – Chair of Council and Chair of Academic Committee (or their delegate).
- 3.2.4 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.

- 3.2.5 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 ākonga 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 ākonga and the ākonga has been given the chance to answer them.
- 3.2.6 i 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.
- ii If a ākonga 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.

3.3 Other Recognition of Achievement

- 3.3.1 A Statement of Attendance is a UCOL document that may be issued to ākonga 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 ākonga out of the potential hours offered. A Statement of Attendance is not an award.
- 3.3.2 Ākonga may enrol in Certificates of Proficiency that have been approved by Academic Committee. The Certificate of Proficiency is chosen by an individual ākonga from an already approved programme(s) of study consisting of an assessed course(s) between levels 4 and 7. Ākonga will receive transcript of completed courses achieved.

3.4 Academic Dress

- 3.4.1 Graduands of UCOL shall appear for UCOL graduation ceremonies in the academic dress appropriate to their programme of study, as described in Schedule 12.
- 3.4.2 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.
- 3.4.3 The Council Chair and Chief Executive (or delegate) shall wear the academic ceremonial dress as approved by Academic Committee for all graduation ceremonies.

PART IV: ACADEMIC STRUCTURE

4.1 Boards and Committees

- 4.1.1 The Council has established an Academic Committee, and 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 are constituted pursuant to UCOL Academic Governance Statute 2026:
- i Academic Committee
 - ii Academic Approvals Committee
 - iii Research and Knowledge Transfer Committee
 - iv Appeals and Grievances Committee
 - v Faculty Boards of Educational Improvement

4.2 Academic Committee

4.2.1 Purpose

The purpose of the Academic Committee 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 Committee shall and hereby does have as members:

- a Chief Executive (Chairperson)
- b Executive Director, Quality and Academic Assurance
- c Executive Deans of Faculties (2)
- d Chair, Research and Knowledge Transfer Committee
- e Representative, Wairarapa UCOL
- f Representative, Whanganui UCOL
- g Ākonga Representative(s) (1-2)
- h Academic Portfolio Manager from each faculty (nominated by Executive Dean) (2)
- i Academic kaimahi (tenured and senior) from each faculty (2)
- j Officers of the Academic Committee:
 - Academic Advisor(s)
- k The Academic Committee may choose to invite the following representative to attend any meeting if it so resolves from time to time:
 - Council
- l Academic Committee Administrator

4.2.3 The Chief Executive (or delegate) or their nominee shall chair all meetings of the Academic Committee with the Academic Administrator being the Executive Officer.

4.2.4 The Chief Executive will appoint officers of the Academic Committee 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 ākonga , iwi Māori, prospective employers and other stakeholders.
- b Monitor that UCOL meets its Academic Quality Management expectations developed internally to meet external quality assurance body (NZQA) requirements and strives for continuous quality improvement in the design and delivery of academic programmes
- c Monitor that there are no unreasonable barriers to ākonga 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 and Training Act 2020 Section 267
- 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 Committee 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 Committee will report in writing at least every three months to Council.

4.2.8 The Academic Committee 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 Committee 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 and Academic Assurance (Chairperson)
- b Executive Deans of Faculties (or their delegates) (2)
- c Manager Registry
- d One academic staff member (other than a-c above) of each Faculty Board of Educational Improvement
- e Digital Education Lead
- f Manager Ākonga Success
- g Up to two ākonga representatives
- h Kaikokiri Te Atakura
- i Up to two additional senior academic staff

Officers of the Committee:

- Academic Advisor(s)

4.3.3 Terms of Reference

The Academic Approvals Committee is responsible to the Academic Committee 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 Deans of Faculties (One is Chair)
- b Research Coordinator
- c Academic kaimahi representatives from postgraduate programmes (maximum of two)
- d Academic kaimahi representatives from degree programmes (maximum of two)
- e Academic kaimahi representatives from non-degree programmes (maximum of two)
- f Academic kaimahi representatives outside of faculty (maximum of two)
- g Māori academic kaimahi

4.4.3 Terms of Reference

The Research and Knowledge Transfer Committee is responsible to the Academic Committee 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 ākonga 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 Committee 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 Committee 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 Committee 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, Ākonga Success
- j Director Māori (or delegate)

4.6.3 Terms of Reference

Each Faculty Board of Educational Improvement is responsible to the Academic Committee 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 ākonga 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 ākonga entry or progression
- j Monitoring the progress of ākonga enrolled in each programme with particular attention to Māori ākonga progress
- k Undertaking moderation on a UCOL-wide basis within each discipline area, where appropriate 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 contributing 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 workplace experience for all our programmes
- s Monitoring ākonga complaints
- t Monitoring sub-contractors and compliance with UCOL academic policies and procedures
- u Reporting to Academic Committee 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 Academic Committee 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 Committee, unless the Academic Committee 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 Act and provisions it affords to Council this Section and any other Statute of the Council in this regard, or directive of the Council, the Academic Committee or Committee shall regulate its own procedure.
- 4.7.3 Membership of Academic Committee, 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 Academic Committee or Committee.
- 4.7.4 All meetings of the Academic Committee 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 Committee or its Committees

- 4.8.1 The Academic Committee or Committee stated in Part IV of this Statute has the power to appoint Sub-committee(s). The Academic Committee 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 Academic Committee 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 Academic Committee or Committee together with any other person the Academic Committee or Committee considers it appropriate to appoint.
- 4.8.4 A Sub-committee shall report in writing to the Academic Committee or Committee that appointed it, at least every three months, or as requested by that Academic Committee or Committee.
- 4.8.5 All of the Committees or Sub-committees appointed under Part IV of this Statute are Committees appointed by Council pursuant to the Act Part 4 Subpart 4 Polytechnics.

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 Committee (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 ākongā (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 ākongā progression
 - e Programme structure
 - f Entry requirements. These must be separately approved by the Academic Committee
 - g Selection criteria (where maximum numbers have been established). These must be separately approved by the Academic Committee
 - 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 Committee (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 ākonga 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 ākonga entry or progression through the programme
- e The appropriateness of the content, teaching and learning methods and the methods of ākonga 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 Committee 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 Committee (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 Committee (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 ākonga 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 Committee .

PART VI: ĀKONGA 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 admission requirement for a specific programme shall be set out in the Programme Regulations and shall be such that each applicant who meets the admission standard can reasonably be expected to achieve the standard required for the qualification.
- 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 ākonga at UCOL or in a particular programme of study or training at UCOL, pursuant to Section 224(12) of the Education Act 1989 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 ākonga 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 Committee.

- 6.3.4 Where an individual ākonga wishes to undertake a programme of study that includes the formal assessment of a course, or courses, from an already approved programme (between levels 4 – 7) but which are not to be credited towards a specified qualification, that ākonga may be enrolled in a Certificate of Proficiency.
- 6.3.5 Ākonga 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.
- 6.3.7 Enrolments more than 2 weeks after the start of the programme or course date will only be permitted with the institute's approval for the delayed enrolment.

6.4 Special Admission

6.4.1 Domestic

No domestic ākonga under the age of 16 years may be admitted for any programme unless permission has been granted by the Principal of the school at which the ākonga is enrolled or the ākonga has been exempted from attending school by a designated officer of the Ministry of Education. Any such ākonga must also demonstrate ability to be able to achieve at the level of tertiary study they plan to study.

6.4.2 International

- i have evidence of receipt of an appropriate visa
- ii be over 18 years of age (applicants between the ages of 16 and 18 years will only be accepted if all relevant criteria is met in the Code of Practice document).

6.5 Entry with Academic Credit

- 6.5.1 Credit Recognition, including Cross Credit and Credit Transfer, and Recognition of Prior Learning are available in every programme that leads to an approved qualification, unless stated differently in the Programme Regulations.
- 6.5.2 The Academic Committee 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 Committee has deemed this appropriate.
- 6.5.3 Ākonga may receive credit toward a qualification following a successful application for Recognition of Prior Learning.

6.6 Fees, Programme and Other Costs

- 6.6.1 Fees for domestic and international ākonga will be published on the institution's website.
- 6.6.2 In signing the enrolment form ākonga agree to pay all fees and other course related costs as they become due.
- 6.6.3 Subject to 6.5.2, no ākonga shall remain enrolled for a course or programme unless all:
- 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
- i Formal enrolment procedures have been completed, and
 - ii Other payments prescribed by or due to UCOL (including any debts howsoever arising) have been paid to UCOL.
- 6.6.4 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 ākonga. Without limiting UCOL's remedies at law, ākonga 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 may be referred to debt collectors, may be denied admission to classes, and not be eligible to receive credit(s) or an award(s) or to graduate until all approved fees are paid

6.6.5 If any sum payable to UCOL is disputed, then the ākonga must first pay the full amount set by UCOL to it, and then the ākonga 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 ākonga. The final appeal is to the Chief Executive.

6.6.6 If an international, full fee paying ākonga 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.

- i 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)
- ii New Zealand resident fees are to apply for the subsequent enrolment and the new fee at the domestic rate will apply.

6.7 Transfer of Enrolment

6.7.1 A ākonga may make changes to their enrolment contract prior to starting the Programme/course or within the first 10% or one month (whichever is the lesser) of the delivery period with no academic penalty, by notifying the institution of their intention to change.

- 6.7.2 Such changes should be discussed and agreed with the institute and may include, but not limited to, transfer from one course to another course within the same Programme, transfer from one enrolment period to another.
- 6.7.3 Any differences in fees will be either refunded or become a ākongā liability as appropriate.
- 7.10.4 No transfers are available for programmes leading to non-formal awards.

6.8 Withdrawals

- 6.8.1 A ākongā is considered to have “withdrawn” on actual receipt by the UCOL Ākongā Registry Team of written notice to UCOL on the appropriate form, signed by the ākongā or via email provided that such notice is not given after a ākongā’s enrolment has been cancelled or after completion of the course/programme.
- 6.8.2 A ākongā may withdraw from course(s) within a Programme anytime in the first 10% or one month (whichever is the lesser) of the course delivery period with no academic penalty by notifying the institution of their intention to withdraw. In such cases, the ākongā will have no academic record for the course(s).
- 6.8.3 Where a ākongā is enrolled but does not participate in any of the scheduled learning activities of a course during the first 10% or one month (whichever is the lesser) of the course delivery period they may be withdrawn from the course. In such cases, the ākongā will have no academic record for the course.
- 6.8.4 Where a ākongā enrolled on a course and has begun to participate in their scheduled learning activities and then stops but has not initiated a formal withdrawal process nor responded to communications from the Institute, including requests to confirm of their enrolment status, the institute may withdraw the ākongā from the course.
- 6.8.5 Where a ākongā withdraws from a course (or is withdrawn by the institute) after 10% or one month (whichever is the lesser) of the

course delivery period, their academic record will be amended to reflect the withdrawal.

- 6.8.6 If a ākonga withdraws after the last date for withdrawing from a course / programme without academic penalty, the ākonga's academic record will show an appropriate failing grade.

The last date for withdrawing from a course/programme without academic penalty is 80% of the delivery period unless Programme Regulations specify otherwise.

- 6.8.7 Any withdrawal from a course / Programme shall be without prejudice to the ākonga's rights to apply for reenrolment in the future.

- 6.8.8 Any withdrawal from a course/programme or qualification shall be without prejudice to the ākonga's rights to apply for re-enrolment in the future.

- 6.8.9 Ākonga

International ākonga who have accepted a place and have approval in principle for a visa which is subsequently declined by Immigration New Zealand will be entitled to a full refund of fees paid, less the international administration fee.

6.9 Cancellation of Programme or a Course

- 6.9.1 Only the Chief Executive has the authority to cancel a programme prior to its commencement. Factors taken into consideration will include the strategic fit, viability, staffing, quality and delivery of the programme, or any other circumstance that may influence the final decision.

- 6.9.2 Where it appears that the number of ākonga accepted in a particular programme is insufficient to justify the running of that programme then the institute may cancel the programme, with appropriate notice, notwithstanding that enrolments have been accepted.

- 6.9.3 Ākonga affected must be provided with alternative options.

6.9.4 The institution has the right to cancel, postpone or reschedule classes without notice, or otherwise breach this agreement, if the breach is caused by a reason beyond its control including, but not limited to prevention from or hindrance in obtaining materials or supplies, labour disputes of whatever nature, act of God, fire, act of Government or state, social or political unrest or war.

6.9.5 Where programmes or courses are cancelled, should any enrolments have been accepted, the relevant enrolment fees will be refunded according to the institute's refund policy, as advised to ākonga at enrolment.

PART VII: ATTENDANCE, PARTICIPATION, AND PROGRESS

7.1 ATTENDANCE/ PARTICIPATION

7.1.1 The attendance/participation requirements for all courses will be set out in the course / programme information provided to ākonga at the start of their course. All ākonga are expected to attend/ participate at the commencement of their course unless they have been given permission to start later.

7.1.2 Where attendance/participation is specified as a requirement as part of a ākonga visa, or enrolment contract, ākonga must provide notification of any absence from or non- participation in a course.

7.1.3 Any ākonga who does not meet the attendance/ participation requirements of their course (including attending practicum or workplace experience) will be considered to be in breach of their enrolment contract and may be suspended or withdrawn from their course / programme.

7.2 UNSATISFACTORY ACADEMIC PROGRESS

7.2.1 Any specific Programme Regulations related to exclusions from programmes shall take precedence over the principles identified below.

7.2.2 Unsatisfactory academic progress by any ākonga includes the following situations:

- A ākonga who does not pass at least half of the credits in which the ākonga was enrolled in within one academic year.
- A ākonga who enrolled in the same course on two occasions and has not passed that course.

- Any ākonga who has been deemed by the institute to have made unsatisfactory academic progress may be excluded from that course and/or programme and not permitted to re-enrol without the prior permission of the institute

7.2.3 Any ākonga who has been excluded due to unsatisfactory academic progress and wishes to apply for permission to re-enrol shall lodge a written application with the institute before the official enrolment date in the course and/or programme for which s/he seeks admission.

7.2.4 The Institute shall make the decision on whether any particular ākonga who has been excluded due to unsatisfactory academic progress may be permitted to re-enrol and may impose conditions on the reenrolment to help ensure the ākonga has a reasonable chance of success in the course or programme.

7.2.5 When applying for re-enrolment, the ākonga will need to satisfy the institute that as a result of study or other activity in the intervening period, there is a reasonable chance of success in subsequent study.

7.3 PRACTICAL/ PROFESSIONAL REQUIREMENTS

7.3.1 Where a course has a component requiring a ākonga to meet requirements set by a professional body prior to their participation, assessment of the ākonga's 'fitness to practice' will be undertaken in compliance with those requirements. Ākonga not meeting those requirements will not be allowed to proceed until those and any institutional requirements are met.

7.3.2 If a ākonga's performance or participation in any practical activity, professional practice or work experience is judged as unsatisfactory for whatever reason, the ākonga's attendance in the practical activity, professional practice or work experience may temporarily be suspended until an appropriate course of action is recommended to resolve the unsatisfactory performance.

7.4 Ākonga Progression

- 7.4.1 Ākonga 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 in accordance with the Unsatisfactory Academic Progress regulations and Ākonga Disciplinary regulations.
- 7.4.2 Such ākonga 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.
- 7.4.3 Under very exceptional circumstances, the Faculty Board of Educational Improvement may decide to waive the restriction under 8.4.2 if it is satisfied that it is reasonable in the circumstances to do so.

PART VIII: ASSESSMENT AND THE AWARD OF CREDITS

8.1 Assessment

- 8.1.1 Generally, all assessment should be standards based that is based on each individual ākonga achieving the defined standard which is independent of the results of other ākonga. Assessments may be achievement based or competency based as specified in Programme Regulations.
- 8.1.2 Other (non standards based) assessment methods require the specific approval of Academic Committee.
- 8.1.3 No changes to assessment requirements may be made during the course unless approved by the appropriate academic committee and notified in writing to all ākonga.
- 8.1.4 Any work presented by a ākonga for assessment must be the work of that ākonga. Such work submitted by a ākonga must not be submitted elsewhere in any other course or programme unless permitted in writing by the Programme Leader.
- 8.1.5 Regulations regarding the submission of work for assessment including timelines will be included in the curriculum.
- 8.1.6 Institute processes will ensure the security of assessment documents prior to the holding of the assessment, and for the accuracy and security of the assessment results.
- 8.1.7 Unless otherwise specified in Programme Regulations, ākonga are entitled to have each piece of marked written work (or a copy thereof) returned within ten (10) working days of the final date for submission. Ākonga will also be given access to information on the criteria used to allocate marks.

8.2 Assessment in te reo Māori

- 8.2.1 Ākonga can request to have their summative assessments conducted in te reo Māori, except where the task requires capability in English or another language. Conditions and requirements may apply according to UCOL procedure or in Programme Regulations.
- 8.2.2 Provided requests are received within timeframes which enable the request to be met, every endeavour will be made to meet such requests.
- 8.2.3 Determination of a ākonga's capability to undertake such assessment may be undertaken prior to the assessment task being provided, and where required, additional support may be made available.

8.3 Compulsory Academic Requirement

8.3.1 Compulsory Academic Requirement (CAR):

Programme Regulations may specify a Compulsory Academic Requirement which must be achieved by ākonga 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 ākonga's learning.

Compulsory Academic Requirements are approved by Academic Committee .

8.4 Recording Final Assessment Outcomes

8.4.1 Prior to 2019, where **competency-based assessment** was used, or where grades were not awarded, results for courses were 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

8.4.2 **Prior to 2021** where **achievement-based assessment** was used, results for courses were 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 were 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 was 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

8.4.3 The Academic Committee 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.

Post 2021 where **achievement-based assessment** is used, results for courses were specified using one of the following two grading systems:

GRADE	DESCRIPTION
A	Passed with Distinction
B	Passed with Merit
C	Passed
D	Not Passed
E	Not Passed

COURSE MARKS	GRADE	DESCRIPTION
90 – 100	A+	Passed. Met all course requirements
85 – 89	A	Passed. Met all course requirements
80 – 84	A-	Passed. Met all course requirements
75 – 79	B+	Passed. Met all course requirements
70 – 74	B	Passed. Met all course requirements
65 – 69	B-	Passed. Met all course requirements
60 – 64	C+	Passed. Met all course requirements
55 – 59	C	Passed. Met all course requirements
50 – 54	C-	Passed. Met all course requirements
40 – 49	D	Not Passed. Did not meet course requirements
0 – 39	E	Not Passed. Did not meet course requirements

8.5 Other Results and Grades

- 8.5.1 **Other grades** that **may** be awarded for particular circumstances in **achievement-based courses** will be specified in the Programme Regulations:

COURSE RESULT	GRADE	DESCRIPTION
Pass	Pass	Awarded pass and no appropriate grade can be awarded
Fail	Fail	Not passed and no appropriate grade can be awarded

Credit Transfer	CT	Course credit awarded by credit transfer
Cross Credit	CC	Course credit awarded by cross credit
Recognition of Prior Learning	RPL	Course credit awarded by Recognition of Prior Learning
Did Not Complete	DNC	Did not complete course requirements
Withdrawn	W	Formal withdrawal within the non-academic penalty period
Aegrotat	AEG	Awarded pass following consideration of impaired performance / aegrotat application. Where a grade is able to be determined AEG (Grade) will be recorded.
Restricted Pass	RP	Where a course was narrowly failed (45-49%) and is compensated by overall good performance in the relevant subject It cannot be used to meet pre-requisite requirements
Conceded Pass	CON	Where there is considerable evidence that marginal failure (45-49%) in one course is compensated by good overall performance. Only one conceded pass may be granted to a ākonga towards a particular qualification
Conditional Pass	CP	Where a course was narrowly failed (45-49%) and an agreed portion of work or assessment is to be completed.

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

8.6 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.

8.6.1 A **Restricted Pass** is defined as one awarded where the ākonga has marginally failed to meet the required assessment standard for the course and one which, when awarded, does not qualify a ākonga to enrol in a subsequent course/programme for which a pass in the original course is a pre-requisite.

8.6.2 A **Conceded Pass** is defined as one awarded where a ākonga, 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 ākonga'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 ākonga towards the requirements for a particular qualification.

8.6.3 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 ākonga has marginally failed to meet the required academic standard for the

course/programme, or a Compulsory Academic Requirement, but in all other aspects the ākonga 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.

8.6.4 An **Aegrotat Pass** is defined as one awarded when a ākonga 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 ākonga must be enrolled in the course to which the application relates
 - ii The ākonga must have passed 50% of the assessments for the course to which the application applies
 - iii The ākonga must notify the Programme Leader as soon as practicable of the intent to make an application
 - iv The ākonga 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 ākonga 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 ākonga 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 ākonga's overall academic performance in the programme of study, as well as the ākonga's performance in the other assessments for the course in question and in relationship to the grades received by the ākonga's peers.

The result shall be notified to the ākonga in writing, who shall have the right to appeal the outcome.

- 8.6.5 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.

Ākonga who can provide supporting evidence that their 'exceptional circumstances' (refer to Glossary, Academic Governance 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.

- a U applications are only available in courses where competency-based assessment is used.

- b 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.
- c The Programme Leader or Head of School, who presents the ākonga's application, will need to be satisfied that the exceptional circumstances have prevented the ākonga 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
- d The ākonga 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.
- e Provided the Faculty Board of Educational Improvement agrees with the recommendation that the ākonga 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.
- f 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 ākonga 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.

8.7 The Award of Credit

- 8.7.1 Credits for a course shall be awarded to ākonga 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.

- 8.7.2 The responsibility for determining whether or not a ākonga has attained the required number and level of credits for an award is with the Faculty Board of Educational Improvement responsible for the programme.

8.8 Resit Provision

- 8.8.1 All programmes will have a clearly stated resit policy, which does not put in place unreasonable barriers to ākonga progression.
- 8.8.2 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 ākonga.
- 8.8.3 Resits will be confined to the current academic year unless approved by the Faculty Board of Educational Improvement.

8.9 Ākonga Progression

- 8.9.1 Ākonga 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.
- 8.9.2 Such ākonga 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.
- 8.9.3 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.

8.10 Reconsideration of Assessments

- 8.10.1 A ākonga 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.
- 8.10.2 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 ākonga.
- 8.10.3 A result may be unchanged, raised or lowered following reconsideration by the Programme Leader under this Section.
- 8.10.4 The reconsidered result will be recorded as the final result. Ākonga have the right to appeal the decision by the Programme Leader (refer to Section IX APPEALS).

PART IX: ACADEMIC MISCONDUCT

Ākonga shall observe and comply with:

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

9.1 Dishonesty During Assessment

9.1.1 In the opinion of the lecturer or approved assessor, a ākonga 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 work by representing as their own work material which is not the ākonga's original work, without indicating that the ideas and/or words are not the ākonga's original work, 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.

9.2 Disciplinary Proceedings

9.2.1 Where a UCOL staff member considers that there may be behaviour by a ākonga 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 ākonga. That staff member will put the alleged facts to the ākonga and obtain that ākonga's view of the facts and any explanation before deciding whether the ākonga 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 ākonga 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 ākonga. 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 ākonga may be accompanied by a member of the Ākonga 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 ākonga on probation after they have first given the ākonga the opportunity to be heard.

9.2.2 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 ākonga 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 ākonga at UCOL
- h Cancel the enrolment of the ākonga 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 ākonga 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.

- 9.2.3 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 ākonga 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 ākonga's academic record may be withheld pending the outcome of the investigation.
- ii On completion of the investigation, and after giving the ākonga 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 ākonga's academic record be rescinded, and/or requiring that the ākonga's academic record be either confirmed or amended to record a failing or not achieved grade for some or all of the courses.

Any ākonga 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 "ākonga" includes a current or former ākonga of UCOL or any predecessor institution.

PART X: APPEALS

10.1 Appeals Against Course/Programme Results

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

10.1.2 The procedure for appeal shall be:

- a Within the time period specified in the Programme Regulations a ākonga may appeal that result by writing to the relevant Executive Dean, giving reasons for the appeal. If no such time is specified then the ākonga 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 ākonga shall be informed of the procedures that shall follow and of the date for the Faculty Board of Educational Improvement meeting.
- d The ākonga shall be invited to make a submission and appear before the Faculty Board of Educational Improvement meeting. The ākonga may make written or oral submissions or both to the Faculty Board of Educational Improvement meeting. If the ākonga does not attend for any reason, the Faculty Board of Educational Improvement shall make its decision on the papers before it without the ākonga 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 ākonga may be accompanied to any hearing by a member of the Ākonga 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 ākonga 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 ākonga and the Programme Leader.

10.1.3 If a ākonga 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.

10.2 Final Right of Appeal

10.2.1 A ākonga 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

10.2.2 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 ākonga of the decision unless the Chief Executive allows the appeal to proceed out of time under Section 9.2.3.

10.2.3 The Chief Executive may, in his or her sole discretion, allow an appeal outside the fourteen (14) day period if the ākonga 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.

10.2.4 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 Committee 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 ākonga shall be informed of the procedures that will be followed, including a hearing date.
- d The ākonga shall be invited to submit a detailed statement outlining why the decision should be changed.
- e The ākonga may be accompanied to any hearing by a member of the Ākonga 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 ākonga, 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.

10.2.5 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 |

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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	At least 360 credits

								of which up to 150 credits are from 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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DRAFT UPDATE #1 March 2025

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 (Laboratory Science)Black Bachelor of Applied Science (Medical Imaging Technology)
Black	Bachelor of Applied Science – with majors in Physical Health and Wellness; Strength and Conditioning; Sport and Recreation Management
Black	Bachelor of Applied Visual Imaging/Bachelor of Creative Media
Black	Bachelor of Design and Arts
Black	Bachelor of Exercise and Sport Science/
Black	Bachelor of Information and Communications Technology

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|------------|-----------------------------------------------------------------------------------------------------------------------------|
| Dark green | Bachelor of Nursing Black Bachelor of Social Services with majors in: Mental Health; Addiction Practice; Disability Support |
| Black | Master of Design |
| Black | Postgraduate Diploma of Design |
- 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 Sea |
| Green | Bachelor of Design and Arts |
| Orange | Bachelor of Exercise and Sport Science/Bachelor of Applied Science with majors in: Physical Health and Wellness; Strength and Conditioning; Sport and Recreation Management |
| Burgundy | Bachelor of Information and Communications Technology |
| Jade | Bachelor of Nursing |
| Light Blue | Bachelor of Applied Science (Laboratory Science) |
| Pink | Bachelor of Social Services with majors in: Mental Health; Addiction Practice; Disability Support |
| Yellow | Bachelor of Teaching (ECE) |
- 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:
- | | |
|----------|---------------------------------------------------------------|
| Gold | Graduate Diploma in Accounting |
| Gold | Graduate Diploma in Business Information Systems |
| Burgundy | Graduate Diploma in Information and Communications Technology |
| 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

- 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 Committee (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 Committee and Committees already constituted, establishes the new Committees specified in this Statute and directs that those Committees report to the Academic Committee .

- 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 ākonga to UCOL (6.1.2)
- Specify enrolment requirements (6.3.5)
- To cancel the enrolment of ākonga (8.2.2)

1.2 To the Academic Committee

- To approve Programme Regulations which provide for ākonga 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 Committee)
- 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 Committee to chair the Academic Committee (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 Committee to undertake specialist academic duties or responsibilities.

Public Excluded Agenda

It will be moved by the Chair that the public be excluded from the remainder of the meeting. This resolution will be made in reliance on section 48(1) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) and the particular interests protected by section 9 of the Official Information Act 1982 (OIA) which would be prejudiced by the holding of the relevant parts of the proceedings of the meeting in public.

The general subject of each matter to be considered while the public is excluded, the reason for passing the resolution in relation to each matter are as per the table below:

Item	General subject of each matter to be Considered	Section(s)
8.	Minutes of the Previous Meeting (Public Excluded) held on 16 February 2026	Section 9(2)(a) OIA Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(h) OIA Section 9(2)(i) OIA Section 9(2)(j) OIA
9.	Matters Arising	Section 9(2)(g)(ii) OIA
10.	Chief Executive's Report	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
11.	Finance Report	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
12.	Funds Management (Investments) Policy and Procedure	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
13.	Property Report	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(h) OIA Section 9(2)(i) OIA
14.	Health and Safety Report	Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
15.	Strategic Session	Section 9(2)(a) OIA Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA

The Chair will also move that certain employees from UCOL be permitted to remain at the meeting, after the public has been excluded because of their specific knowledge in relation to the above items. This knowledge, which will be of assistance in relation to the matters above to be discussed, is relevant to those matters because they have assisted in the progression of such matters.

Interests

Section	Interest
Section 9(2)(a) OIA	To protect the privacy of natural persons, including that of deceased natural persons.
Section 9(2)(b)(ii) OIA	To protect information where the making available of the information would be likely unreasonably to prejudice the commercial position of the person who supplied or who is the subject of the information.
Section 9(2)(g)(ii) OIA	To maintain the effective conduct of public affairs through the protection of such Ministers, members of organisations, officers, and employees from improper pressure or harassment.

Section 9(2)(h) OIA	To maintain legal professional privilege.
Section 9(2)(i) OIA	To enable a Minister of the Crown or any public service agency or organisation holding the information to carry out, without prejudice or disadvantage, commercial activities.
Section 9(2)(j) OIA	To enable a Minister of the Crown or any public service agency or organisation holding the information to carry on, without prejudice or disadvantage, negotiations (including commercial and industrial negotiations).