UCOL
Te Pae Mātauranga ki te Ao
Universal College of Learning



UCOL COUNCIL MEETING

MONDAY, 2nd NOVEMBER 2026 AT 10.30AM

Meeting to be held on the Manawatū Campus

Paul McElroy Room (8.0.01)

Universal College of Learning (UCOL)
Council Meeting

Date:	Monday, 2 November 2026
Council Only Time: **Commencement of Council Meeting:** **Break:** **Council Meeting Resumes:** **Council Meeting Concludes:**	9.30am 10.30am 12.30pm 1.00pm 2.30pm
Venue:	UCOL, Manawatū Campus Room : Paul McElroy Room (8.0.01)
Council Members:	Leanne Southey (Chair), Troy Hobson, Ian McKelvie, Mark Cleaver

Open Meeting Agenda

Item	Paper	Business	Presenter
1.		Welcome / Apologies	Chair
2.		Register of Interests	Chair
3.	72/26	Minutes from Previous Meeting (Open Meeting)	Chair
4.		Chair's Report *(Verbal)*	Chair
5.	73/26	Fraud and Corruption Policy and Procedure	Chief Executive
6.	74/26	Health and Safety Report	Chief Executive
7.	75/26	Academic Report	Executive Director Quality and Academic Assurance
8.	76/26	Revised UCOL Academic Statute	Executive Director Quality and Academic Assurance
9.		Resolution to Exclude Public in accordance with the Public Excluded Agenda	Chair
10.		Close of Open Part of Meeting	Chair

Universal College of Learning (UCOL) Council
Register of Interests

Last updated 28 September 2026

Name	Interest	Nature of Interest
Leanne Southey Chair	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 (*role as Chartered Accountant*)
	Wairarapa Moana Statutory Board	Member, Audit and Risk Committee
	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

Mark Cleaver Member	AgriTechX Limited	Director
	Cleaver Family Trust	Trustee
	Hyper Analytics R&D Limited	Director
	Hyperceptions Limited	Director
	Malbec Consulting Limited	Director and Shareholder
	Massey Ventures Limited	Chief Executive Officer
	MI8 Optics Limited	Director
	MVL Founders Nominees Limited	Director
	Nanophage Technologies Limited	Director
	Rawhitiroa Forest Partnership	Director and Shareholder
	Zambezi Holdings Limited	Director and Shareholder
	Zena Elsie Orr Memorial Trust	Trustee
	Central Energy Trust	Trustee
	CompressTech Limited	Director
	Liposome Holdings	Director
	MVL Trading Limited	Director

Executive Leadership Team
Register of Interests

Last updated October 2026

Name	Interest	Nature of Interest
Jasmine Groves Chief Executive	Nil	Nil
Rachel O'Connor Executive Director - Partnerships and Engagement	Reachible Limited	Director and Shareholder
Gianetta Lapsley Executive Director - Quality and Academic Assurance	Nil	Nil
Dean Rankin Executive Dean - Health and Humanities	Nil	Nil
Danny Reilly Executive Dean - Engineering and Applied Technologies	Wayne Green (Auto Technician)	Family Member
Leah Gifford Pouārahi Executive Director Māori	Ohu Reo Māori, Whakatupuranga Rua Mano Charitable Trust	Co-Chair

Universal College of Learning (UCOL)
Council Meeting

MINUTES

21 September 2026 at 10:00am
Wairarapa Campus, D-02 (Wharekai)

Present:	Leanne Southey (Chair), Troy Hobson, Ian McKelvie, Mark Cleaver
In Attendance:	Jasmine Groves (Chief Executive), Rachel O'Connor (Executive Director Partnerships and Engagement), Dean Rankin (Executive Dean, Health and Humanities), Gianetta Lapsley (Executive Director Quality and Academic Assurance), Danny Reilly (Executive Dean, Engineering & Applied Technologies), Paula Birchall (Council Secretary)

ITEM 1: Welcome / Apologies
The Chair welcomed attendees to the meeting.

The meeting opened at 10.00am.

ITEM 2: Conflicts of Interest Register
Nil declarations were recorded for the matters of business for this meeting.

- The Chair requested the following addition to her Interests on the Interest Register. *Wairarapa Moana Statutory Board, (Member - Audit and Risk Committee)*

ACTION: Council Secretary to update the Interests Register.

ITEM 3: 57/26 - Minutes of Previous Meeting (Open Meeting)
There were no matters arising from the open minutes.

RESOLVED

That UCOL Council approve the minutes of the UCOL Council open meeting held on 10 August 2026 as a true and correct record.

(T. Hobson / I. McKelvie)
CARRIED.

ITEM 4: Chair's Verbal Update

Members received a verbal report from the Chair.

- Update was provided on the September Chair's meeting, key points were:
  - Charles Finny has been appointed Chair, of the New Zealand Polytechnic Federation Committee.
  - Audit New Zealand attended to discuss the audit fees. Chair's requested assurance that fees would be clearly supported by required work, would avoid duplication, and apply transparent and consistent methodologies. It was noted the fee would be reduced for the 2027 audit.
- The Chair noted the appointment of new Councillors is progressing, looking to have appointments in place before year end.

RESOLVED

That the UCOL Council:

1. Notes the Chair's report.

2. Accepts the indicative audit fees for the 2026 audit of UCOL and agree that the Chair sign the Audit Proposal Letter.

(L. Southey / T. Hobson)

CARRIED.

ITEM 5: 58/26 - Council Appointment Statute

The Council Appointment Statute was taken as read.

- Minor amendments were suggested for sections 2.3 and 4.3.1.

RESOLVED

That the UCOL Council:

1. Notes that the Council Appointment Statute 2013 is based on repealed legislation, provides for four Council appointees and includes an iwi nomination process that is not consistent with the direct-appointment framework now applying in polytechnics.

2. Approves the Council Member Appointment Statute 2026 under section 320 of the Education and Training Act 2020.

3. Notes that the UCOL Council Appointment Statute 2013 has been superseded by subsequent legislative and organisational changes and is no longer operative. The Council therefore withdraws the statute from the current set of governance documents and records its status as superseded.

(M. Cleaver / I. McKelvie)

CARRIED.

ITEM 6: 59/26 – UCOL Internal Audit Policy

The Internal Audit Policy was taken as read and the following was noted.

- Once the external audit report has been received, a 2027-2028 Internal Audit and Assurance Plan will be developed for the Finance, Risk and Audit Committee and Council approval.

RESOLVED

That the UCOL Council:

1. Approve the Internal Audit Policy.

2. Notes that a 2027-2028 Internal Audit and Assurance Plan will be developed for Finance, Risk and Audit Committee and Council approval following receipt of the external audit report.

(L. Southey / T. Hobson)
CARRIED.

ITEM 7: 60/26 - Health and Safety Report

The Health and Safety report was taken as read and the following was noted from discussion.

- The incident involving a member of the public entering the Wairarapa campus, with questions raised about the security personnel and arrangements in place on the campus. The Chief Executive has sent out communication to all staff regarding the leadership on the Wairarapa campus.
- Consideration is being given to providing staff with de-escalation training as part of the induction process as well as being offered to staff that feel they would benefit.
- The Health and Safety Advisor continues to work with Management and Health and Safety Representatives highlighting the need to report all incidents and near misses.
- Council requested commentary be included in the next report in relation to the Reported Incidents per Campus graph.

RESOLVED

That the UCOL Council receive the Health and Safety Report.

(L. Southey / I. McKelvie)
CARRIED.

ITEM 8: Resolution to Exclude Public in Accordance with the Public Excluded Agenda

RESOLVED

That the public be excluded from the remainder of the meeting. This resolution is made in reliance on section 48(1)(a) of the Local Government Official Information and Meetings Act 1987 (LGOIMA) and the particular interest or interests protected by section 9 of the Official Information Act 1982 (OIA), as the case may require, 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 and the reason for passing the resolution in relation to each matter are as follows:

Item	General subject of each matter to be Considered	Section(s)
10.	Minutes of the Previous Meeting (Public Excluded) held on 10 August 2026	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
11.	Correspondence	Section 9(2)(g)(ii) OIA

12.	Chief Executive Report	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA Section 9(2)(j) OIA
13.	Standing Delegations Policy Update	Section 9(2)(b)(ii) OIA
14.	Long-Term Strategy : Governance Approach and Next Steps	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA
15.	Academic Delivery Schedule - Alignment to Funding	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA
16.	Finance Report	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
17.	2026/2027 Annual Insurance Renewal and Fire Limit	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA
18.	Property Divestment Report	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
19.	UCOL Manawatū Single Stage Business Case (SSBC): Project Update	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
20.	Wairarapa REAP - Building and Land	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA

And that certain UCOL employees namely Rachel O'Connor, Dean Rankin, Gianetta Lapsley, Danny Reilly, 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 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.

(L. Southey / M. Cleaver)
CARRIED.

ITEM 9: Closure of Open Part of the Meeting
There being no further business the Chair closed the open part of the meeting at 10.30am.

Dated:

Signed as a correct record

_____

Leanne Southey
Chair

UCOL Council Meeting

2 November 2026

Agenda Item Number: **Paper Number:**	5. 73/26
Title:	Fraud and Corruption Policy and Procedure
Provided By:	Manager Corporate Assurance and Risk (Carol Christison)
Item for:	Approval

Recommendations

It is recommended that the UCOL Council:

1.	**Approve** the Fraud and Corruption Policy and Procedure.
2.	**Note** that the policy replaces the former NZIST policy previously relied upon by UCOL and supports an external audit requirement for UCOL to maintain its own current policy.

Purpose

To seek Council approval of the UCOL Fraud and Corruption Policy and Procedure.

Background

UCOL has previously relied on the former NZIST Fraud and Corruption Policy. Following UCOL's re-establishment as an autonomous institution, a UCOL-specific policy is required to provide a clear, current and appropriate framework for preventing, identifying, reporting and responding to fraud and corruption.

UCOL's external auditors require the organisation to maintain an approved fraud and corruption policy as part of its governance and internal control framework. Approval of the proposed policy will meet this requirement and replace UCOL's reliance on the former NZIST policy. UCOL is currently able to rely on that policy under the UCOL Transitioning (Grandparenting) from NZIST Policy, which expires 31 December 2026.

Summary

The proposed policy sets UCOL-wide expectations for ethical conduct and applies, as appropriate, to Council members, kaimahi, contractors and consultants. It sets out responsibilities relating to fraud prevention and awareness, internal controls, reporting, investigation, escalation, recovery of losses, referral to NZ Police and secure recordkeeping.

The policy also aligns the reporting and management of fraud and corruption with UCOL's protected disclosures, disciplinary, risk, assurance, procurement, conflicts of interest and criminal reporting arrangements. It provides for independent investigation, natural justice and notification to relevant parties, where appropriate.

Approval of the proposed policy will provide UCOL with an institution-specific policy, meet external audit expectations, strengthen UCOL's fraud risk management and internal control environment, and ensure an approved policy is in place before the transitional arrangements expire on 31 December 2026.

Supporting Information

Appendix I - Draft Fraud and Corruption Policy and Procedure

Fraud and Corruption Policy and Procedure

Controlled Document - refer to Official Documents site for the latest version of this document

Version:	26.1	**Date Effective:**	Tbc
Responsibility:	Manager Corporate Assurance and Risk	**Date Reviewed:**	Tbc
Approver:	UCOL Council	**Next Review Date:**	Tbc

1. Purpose

1.1 The purpose of this policy is to provide high-level guidance to:

a) prevent fraudulent, dishonest, corrupt, and inappropriate behaviour within the terms of this document;
b) promote a culture of honesty, integrity, accountability and ethical conduct;
c) ensure Ohu Kaitiaki and kaimahi understand their responsibilities for preventing and reporting suspected fraud or corruption;
d) provide clear and accessible avenues for raising concerns;
e) protect UCOL's people, operations, information, assets, finances and reputation from fraudulent or corrupt activity; and
f) establish a fair, consistent and timely process for responding to and investigating suspected fraud or corruption.

1.2 This policy sets out:

a) UCOL's expectations for preventing fraud and corruption;
b) responsibilities for managing fraud and corruption risks;
c) the process for reporting suspected fraud or corruption; and
d) the procedures that apply when an allegation is assessed or investigated.

2. Organisational Scope

2.1 This policy applies to:

a) all kaimahi, including permanent, fixed-term and temporary;
b) contractors, consultants and other persons providing services to or on behalf of UCOL; and
c) Ohu Kaitiaki, including Council members and members of Council committees.

2.2 This policy applies to suspected, alleged or established fraud or corruption:

a) committed against UCOL by any natural or legal person;
b) committed by a person covered by this policy against UCOL or a third party; or
c) connected with UCOL activities, resources, systems, information or responsibilities.

3. Roles and Responsibilities

Role	Responsibilities
Council and the Finance, Risk and Audit Committee	• Oversee UCOL's approach to fraud and corruption risk. • Receive appropriate reports about significant allegations, control failures and investigation outcomes. • Monitor management's response to material fraud and corruption risks. • Oversee matters involving the Chief Executive or where executive management has an actual, potential or perceived conflict of interest.
Chief Executive	• Promote a culture of integrity and ethical conduct. • Ensure UCOL maintains appropriate systems and controls to prevent, detect and respond to fraud and corruption. • Authorise investigations, external referrals and recovery action, where appropriate. • Ensure significant matters are reported to the Finance, Risk and Audit Committee or Council. • Ensure appropriate action is taken in response to investigation findings. Where an allegation concerns the Chief Executive, these responsibilities will be exercised by the Council Chair or an authorised delegate.
Managers	• Identify and manage fraud and corruption risks within their areas. • Maintain effective internal controls and ensuring that delegations and approval requirements are followed. • Promote awareness of this policy and related standards of conduct. • Promptly escalate suspected fraud or corruption. • Protect relevant documents, information and other potential evidence. • Support any authorised assessment, investigation or remedial action. Managers must not attempt to investigate suspected fraud or corruption themselves unless formally authorised to do so.
Kaimahi	Act honestly, ethically and in accordance with UCOL requirements. Protect UCOL's assets, information and resources. Maintain awareness of fraud and corruption risks relevant to their role. Promptly report actual or suspected fraud or corruption. Preserve relevant information and evidence. Cooperate with authorised assessments and investigations.

4. Policy Statements

4.1 As a publicly funded tertiary education institution, UCOL expects all persons covered by this policy to maintain high standards of honesty, integrity and ethical conduct.

4.2 UCOL has a zero tolerance to fraud and corruption and is committed to minimising its incidence through the development, implementation, and review of its processes for fraud, prevention, detection, and responses.

4.3 UCOL will ensure it has clearly identified responsibilities related to suspected fraud. The Chief Executive and all managers will demonstrate a high level of commitment to controlling the risk of fraud and corruption within, and by, UCOL.

4.4 Fraud and corruption may constitute serious wrongdoing. A person reporting such conduct may be entitled to protection under the Protected Disclosures (Protection of Whistleblowers) Act 2022. Further information is provided in UCOL's Protected Disclosure (Whistleblower) Policy.

4.5 UCOL will respond to allegations fairly, objectively and impartially. A person who is the subject of an allegation will be given a reasonable opportunity to respond before findings are made, subject to any lawful limitations necessary to preserve evidence, protect people or maintain the integrity of an investigation.

4.6 Internal Controls

4.6.1 To assist with the detection of potential fraud, UCOL will:

a) conduct periodic internal audits in areas of fraud "risk";
b) be alert to "early warning signs" and red flags;
c) incorporate fraud risk assessment into its overall risk management systems and procedures;
d) ensure that the nature of potential fraud and the reporting processes for suspected fraud are communicated to kaimahi;
e) operate robust internal controls;
f) ensure that appropriate information technology systems and controls are in place;
g) require reporting by UCOL to relevant authorities including Serious Fraud Office and/or Police etc as well as the external auditor; and
h) report to the Finance, Risk and Audit Committee on any incident involving alleged fraud or other breakdown of UCOL's internal controls.

4.6.2 UCOL will also respond to any reports of suspected fraud or corruption by:

a) reviewing the appropriateness of the internal control environment in which the fraud occurred;
b) putting into place any required changes and improvements to mitigate further fraud; and
c) reporting the incident, if required, to relevant authorities including Serious Fraud Office and/or New Zealand Police, insurers, external auditors, and solicitors.

4.6.3 All suspected fraud shall be notified to the Chief Executive, the Chair of the Finance, Risk and Audit Committee, and Chair of the Council.

4.7 Regular reviews

4.7.1 UCOL will periodically review its internal procedures and practices that enable it to:

a) prevent fraud, corruption and bribery occurring;
b) detect fraud, corruption, or bribery when it has occurred; and
c) respond to suspected fraud, corruption, or bribery.

5. Procedure

5.1 Dealing with suspected fraud and corruption

5.1.1 Reporting

All actual or suspected incidents of fraud and or corruption will be reported without delay and in the first instance by notifying any of the following people:

a) Direct line manager
b) Corporate Assurance and Risk Manager
c) A member of the People and Culture team
d) Chief Financial Officer
e) A member of the Executive Leadership Team
f) Chief Executive
g) Chair of the Finance, Risk and Audit Committee

5.1.2 Protected Disclosure

a) Under the Protected Disclosures (Protection of Whistleblowers) Act 2022, where the reporting individual requests that their identity be kept confidential, UCOL will make best endeavours not to disclose any identifying information. However, confidentiality may not be able to be maintained where disclosure of identifying information is in the public interest or is essential to having regard for the principles of natural justice, the effective investigation of an allegation, or legal proceedings. Should such a situation arise, UCOL will make every effort to forewarn the individual concerned that their identity may become known.

5.1.3 Investigation

a) An assigned, independent investigator will be responsible for carrying out the investigation to gather all relevant facts, information, and documentary evidence about the allegation. Care should be taken to prepare and preserve evidence of the alleged fraud and/or corruption. All investigations will be conducted in a manner that is fair, objective and affords natural justice to all involved.

b) Any alleged fraudulent or corrupt activities undertaken by kaimahi will be considered acts of serious misconduct and will be managed and investigated in conjunction with the policy and procedures outlined in the Disciplinary Procedure.

c) The investigation findings will be reported to the Chief Executive, Chair of the Finance, Risk and Audit Committee, or Council Chair, together with recommendations that reflect the outcome of the investigation, including any proposed disciplinary proceedings.

d) The independent investigator may recommend, after consultation with the Chief Executive, that it would be more suitable and convenient for the matter to be investigated by an external investigator, especially where there is a high probability that serious wrongdoing has taken place.

5.1.4 Prevention of Further Loss

a) Where initial investigation provides reasonable grounds for suspecting a kaimahi of fraud and/or corruption, the investigator, in consultation with and on advice from People and Culture, will decide on further action.

b) If this requires the suspension, with or without pay, of the suspect(s), the procedures outlined in the Disciplinary Procedure must be followed. It may be necessary to plan the timing of suspension to prevent the suspect(s) from destroying or removing evidence that may be needed to support disciplinary or criminal action.

c) Where suspension is being considered, the advice of People and Culture should be sought before any decision is taken.

5.1.5 Advisory to External parties

a) Where initial investigation provides reasonable grounds for suspecting a kaimahi of fraud and/or corruption, the investigator shall advise the Chief Executive who shall ensure that the Chair of the Finance, Risk and Audit Committee, and relevant authorities such as the Serious Fraud Office and/or New Zealand Police, external auditors, solicitors, and insurers will be notified.

5.1.6 Recovery of Losses

a) Recovering losses is a major objective of any fraud investigation, and the amount of any loss will be quantified insofar as this is possible. UCOL may seek to recover losses resulting from fraud or corruption directly from those who have gained, through the courts or via a range of civil remedies.

5.1.7 Referral

a) Credible suspicions or allegations of fraudulent or corrupt activity will be referred to the New Zealand Police or other appropriate law enforcement authority. This may result in penalties, including substantial fines and/or imprisonment, if the person is

convicted of fraud or corruption offences under the Crimes Act 1961 or Secret Commissions Act 1910.

5.1.8 Recording

a) All documents relating to alleged fraudulent or corrupt activity reporting and investigation must be kept in a secure place. Depending on the outcome of the investigation a decision should be made whether to place information on the kaimahi personal file in a secured envelope. Investigators should be aware of potential requests under the Official Information Act 1982.

6. References

Internal • Conduct Expected of Employees Policy • Conflict of Interest Policy • Criminal Reporting Policy • Disciplinary Procedure • Delegations Policy • Internal Audit Policy • Official Information Policy • Privacy Policy • Procurement Policy • Protected Disclosure (Whistleblower) Policy • Risk and Assurance Policy • Sensitive Expenditure Policy • FRAC Terms of Reference (refer Council Secretary)
External • Crimes Act 1961 • Official Information Act 1982 • Protected Disclosures (Protection of Whistleblowers) Act 2022 • Secret Commissions Act 1910 • Education and Training Act 2020 • Privacy Act 2020 • Public Service Act 2020 • Public Records Act 2005 • Human Rights Act 1993

7. Definitions

Term	Definition
Corruption	Corruption is the abuse of entrusted power for private gain (such as soliciting or receiving gifts or other gratuities to perform an official duty or omit to perform and official duty). Corruption is a type of fraud, and it includes bribery. Corruption could include: • bribery (both domestic and foreign); • coercion;

Term	Definition
	• destruction, removal or inappropriate use or disclosure of records, data, materials, intellectual property, or assets; • manipulation of a tendering or procurement process; • secret commissions; • kickbacks; • undisclosed conflicts of interest; • undisclosed giving or receiving of gifts, except in accordance with our finance policies; • similar forms of inappropriate conduct.
Collusion	Where more than one person, is involved in any theft or fraudulent, dishonest, or inappropriate behaviour or activity.
Fraud	An intentional act by one or more individuals involving the use of deception to obtain an unfair, unjustified, or unlawful gain. It includes all forms of dishonesty. Examples of fraud could include: • forgery or alteration of documents; • misappropriation of property; • deliberately altering or reporting incorrect information; • seeking or accepting gifts from parties doing business with UCOL except in accordance with its gifts policy; • authorising or receiving payment for goods or services not received or performed; • authorising or receiving payment for time not worked; • any claim for reimbursement of expenses that are not incurred for UCOL's business; • falsification of data or other dishonest practices.
Legal person	An entity recognised by law, such as a company, incorporated society, trust or other organisation.
Natural person	An individual such as kaimahi, contractor, student, supplier representative, or member of the public.
Serious Misconduct	Serious misconduct is conduct which compromises UCOL's trust and confidence and/or create serious risk or harm to UCOL. Examples of serious misconduct include (but are not limited to): • threatening, abusive, insulting or violent behaviour; • serious breach of policies, delegations and/or procedures, or the kaimahi's employment agreement; • unauthorised absence from work; • dishonesty, including misrepresentation when applying for employment; • failing to disclose any potential conflict of interest or to adhere to a conflict of interest management plan; • breach of implied duties such as confidentiality, loyalty and fidelity; • conduct inside or outside of work that brings (or has the potential to bring) UCOL into disrepute;

Term	Definition
	• being impaired or under the influence of drugs (illegal prescription and/or non-prescription) or alcohol while carrying out the responsibilities of a kaimahi's role; • misuse of company property or funds; • consuming or possessing illegal drugs or unauthorised alcohol at your place of work; • sexual, racial or any other type of discrimination, harassment or bullying; • unauthorised statements to the media/public about work-related matters; • introducing unauthorised hardware or software to UCOL's computer systems; • intentionally downloading, holding, transmitting, viewing or presenting to any other person any sexual, pornographic, racist or other offensive material; • behaviours in serious contravention of the Conduct Expected of Employees Policy.

Document Version History

Version	Effective Date	Created/Reviewed By	Reason for review
26.1	TBC	Manager Corporate Assurance and Risk	The establishment of this policy reflects UCOL's status as a standalone legal entity and associated governance requirements.

UCOL Council Meeting

2 November 2026

Agenda Item Number: **Paper Number:**	6. 74/26
Title:	Health and Safety
Provided By:	Senior Health and Safety Advisor (David Sims)
Item for:	Information

Recommendation

It is recommended that the UCOL Council:

1.	**Receives** the Health and Safety report.

Executive Summary

This report provides the Council with oversight of UCOL's health, safety, and wellbeing performance for September 2026. This report supports Council members in exercising their legal due diligence duties under the Health and Safety at Work Act 2015 (HSWA). The report contains information on incident reporting, critical incidents and strategic control measures.

Key Points

- Nine incidents reported during September period
- One Lost Time injury reported

Incident and Accident Reporting

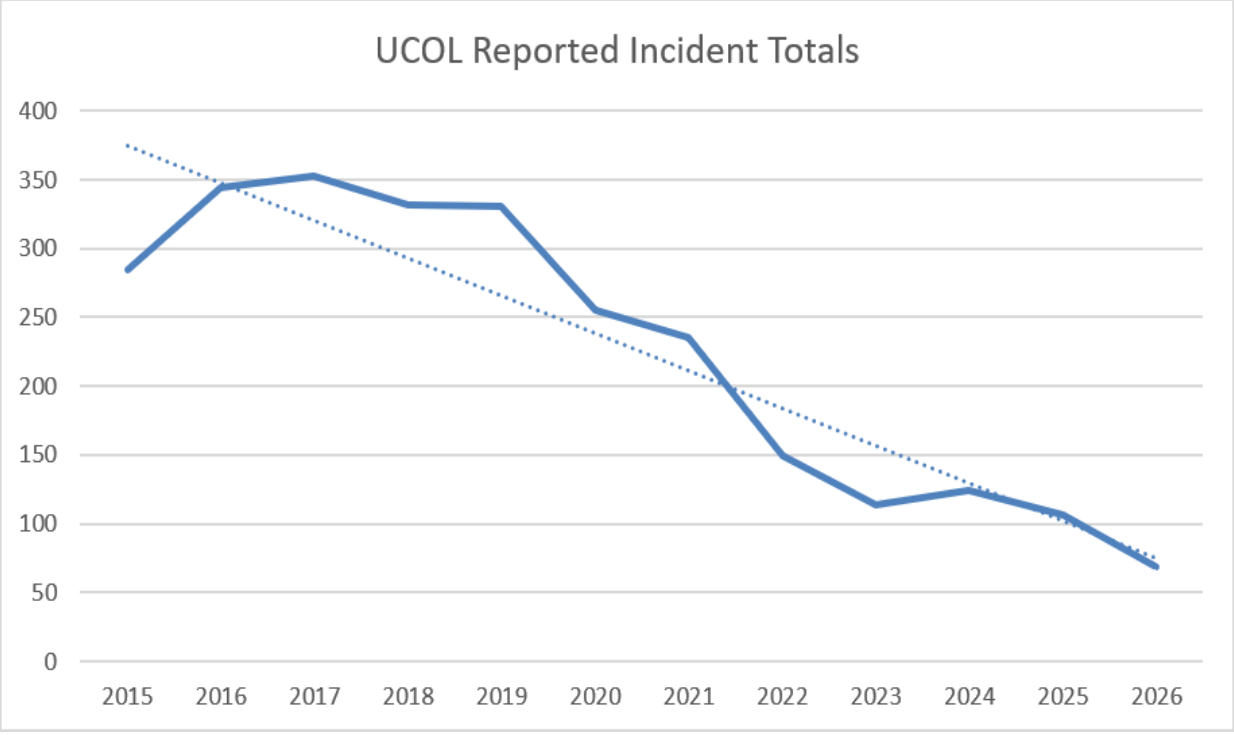
- There were nine reported incidents for the September period.
- Two involved aggressive behaviour by members of the public.
- Three medical events, one requiring ambulance assistance and two strain/sprain soft tissue injury.
- Due to a previously reported incident involving a member of the public a 'Drop-in session' for Wairarapa kaimahi occurred on Friday 18 September 2026 with the Kaikōkiri Te Mana Tauira - Wairarapa and the Health and Safety Advisor being made available to give advice and listen to any concerns or suggestions. The New Zealand Police Iwi Liaison Officer was unable to attend due to last minute operational requirements taking precedent.

- Two kaimahi attended and were appreciative of the support while the suggestion of de-escalation training being offered was well received.

Recorded Incidents 2026

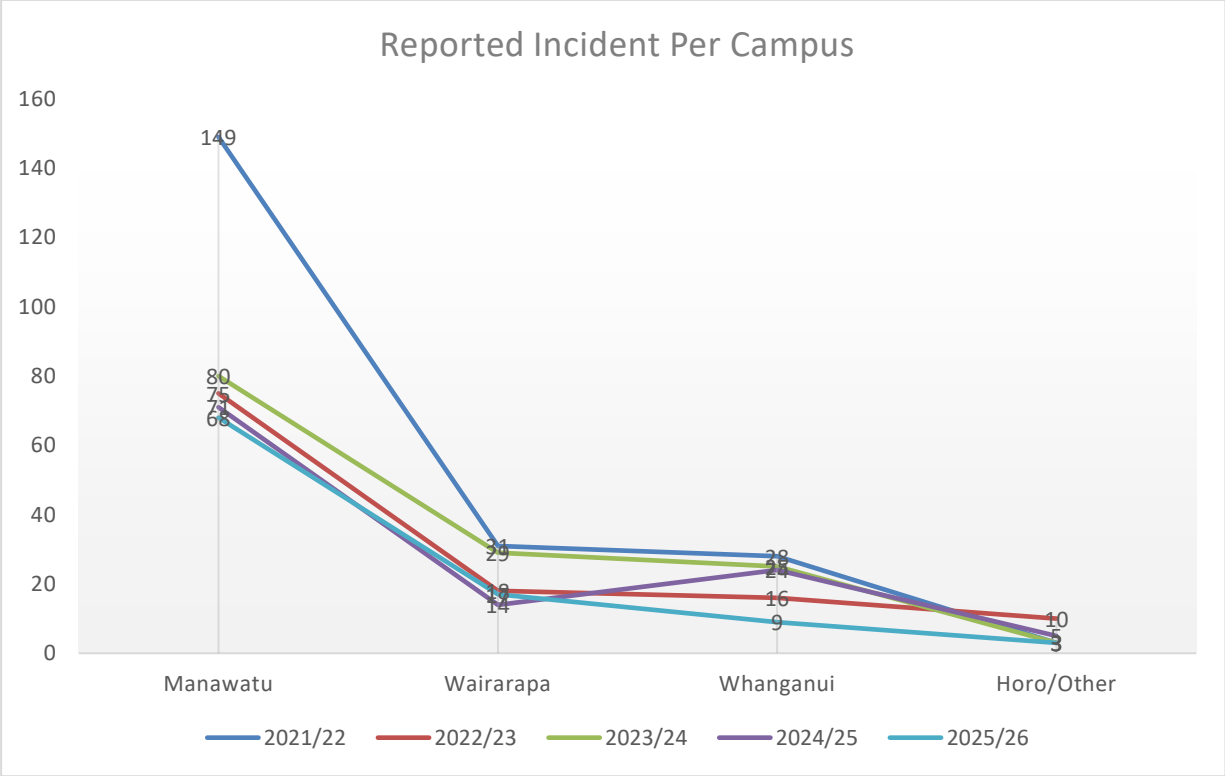
For the year commencing 1 January 2026, the reported incidents are as outlined below.

Category	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Total
Slip, trip or fall	1	2			1			2		**6**
Manual handling						1				**1**
Ergonomic/workstation										**0**
Aggression/violence			4	2	4			3	2	**15**
Sharps/needle stick		4	3	1	1	2		1		**12**
Burn							1			**1**
Hazardous substance								1		**1**
Discomfort, Pain, Injury								1	3	**4**
Equipment/plant			1	3	1					**5**
Vehicle/transport										**0**
Psychological health								1		**1**
Medical Event	1	2	4		1	2		2	2	**14**
Near miss		3		2	1				1	**7**
Other	1	1			2		1	3	1	**9**
TOTAL	**3**	**12**	**12**	**8**	**11**	**5**	**2**	**14**	**9**	**76**



The graph above shows total reported incidents per calendar year across UCOL (2026 January - September).

There has been a notable decline since 2021. While it is difficult to determine the reasons for the decline in incident reporting it is noted that it coincides with Covid, the disestablishment of UCOL as a stand-alone entity and introduction of the current incident reporting system, Protecht.



The graph above shows reported incidents per campus, annual totals during rolling 12-month periods (August – August).

As previously reported, it is assumed there is under reporting of incidents. To help encourage reporting the following measures will be undertaken.

- A review, redesign and simplification of the reporting system workflow.
- Empower and educate Health and Safety Representatives to communicate the benefits of a positive reporting culture.
- Actively recruit more Health and Safety Representatives.
- Facilitate kaimahi and managerial input into what is 'report worthy', fostering ownership of the process and encouraging participation.
- Review and update UCOL Incident Policy and Procedure to reflect current best practice.

Lost Time Injuries (LTIs)

One Lost Time Injury of five days was recorded for this period.

Notifiable Injuries

Since 2021, UCOL have had four reported notifiable injuries.

- **October 2021**: a Taratahi campus lecturer slipping in a wash bay and suffering a lower leg fracture.

- **November 2024**: an injury suffered by a ākonga when a nail flicked into their eye requiring specialist treatment.
- **May 2026**: a finger injury requiring plastic surgery occurred after a ākonga lost control of a drill bit while attempting to sharpen it with an electric grinding stone.
- **August 2026**: A ākonga suffered a finger laceration and nerve damage picking up a chef's knife from a sink of soapy water.

The Taratahi incident was the only one in the four that resulted in a recommended action from WorkSafe.

Policies / Procedures

The following policy and procedure has been reviewed and updated during this reporting period.

- Employee Assistance Programme Policy and Procedure.

Emergency Preparedness

- The Emergency Management (EM) scenario training is scheduled to take place on 17 November 2026 with a suggested participant list being finalised.
- The Incident Management Plan is in the process of being updated.

Auditing / Monitoring

- The planned air sampling in the Mechanical Engineering area has been postponed with plans to revisit following repairs of the extraction system. Once completed there will be a further assessment made with UCOL environmental measuring equipment ensuring the air volume intake and use of on-torch extraction units are an effective control and fully compliant with New Zealand Workplace Exposure Standards.
- Due to the high rates of infection occurring in New Zealand the UCOL staff influenza vaccination programme had been extended to 30 September 2026, at the time of writing this report, a further twelve people had requested vouchers to attend an off-site vaccination clinic.

Contractor Management

- Trade contractor management and pre-qualification remain a function of Facilities Management. Faculty are responsible for pre-qualification and site induction for contractors directly employed by them. Health and Safety become involved if requested to assist in reviewing work methods that may lead to increased risk on campus.

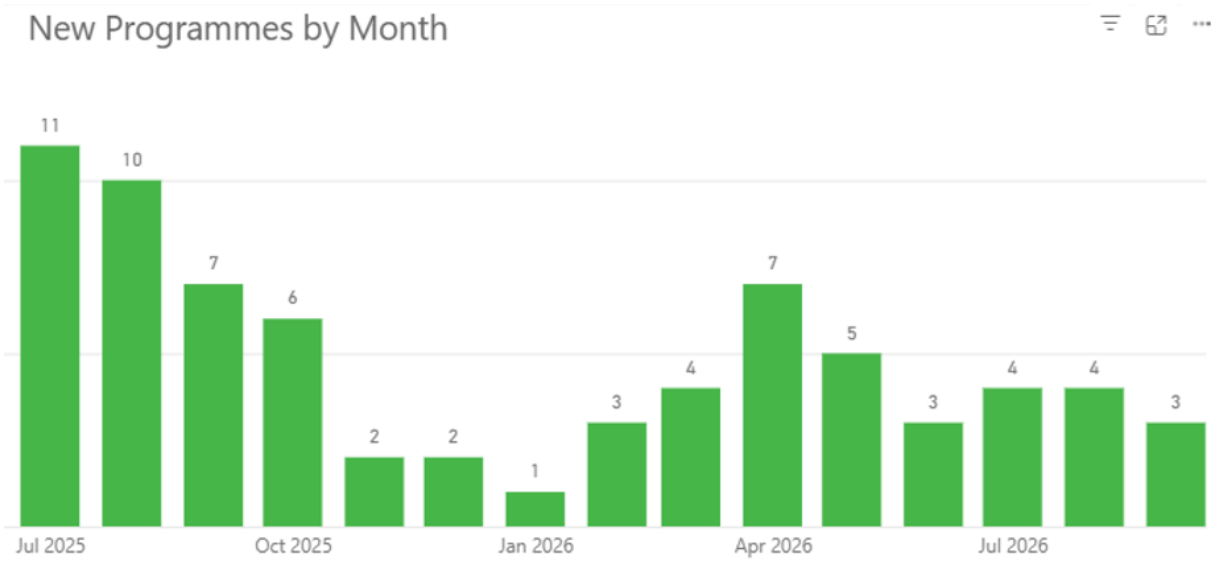
Competence, Training and Awareness, and Inductions

- The Health and Safety Advisor undertook four Health and Safety inductions for new staff during September.
- A recommendation made to the Executive Leadership Team for First Security staff based on the Manawatū campus to be offered Comprehensive First Aid training paid by UCOL, was accepted. The rationale for approving this is that First Security are often the first

responders to incidents on campus and may be the only personnel onsite after hours when students remain on campus, but staff are no longer present. UCOL's current contract with First Security does not stipulate First Aid accreditation for their staff as being a requirement.

Employee Assistance Programme

- UCOL continues to maintain a proactive partnership with EAP Services to mitigate workplace psychosocial hazards and foster mental health support. Counselling and health coaching support programmes continue to be accessed steadily by kaimahi. The graph below shows how many new interactions kaimahi have with EAP each month. UCOL continues to encourage access to EAP and continue to see positive uptake with the service.



Critical Risk Management and Operations

Seismic Risk and Disaster Preparedness

- Focus remains on maintaining a high internal ratio of staff certified in first aid and evacuation chair handling.
- Currently approximately 1-6 ratio of trained first aiders, 1-30 ratio of evacuation chair handling.

High-Risk Learning Environments (Trades, Services, and Labs)

- Lecturers continue to track and enforce strict Personal Protective Equipment (PPE) protocols during inspections to address inconsistent usage patterns.
- Staff-to-student ratios are actively managed to preserve individualised feedback on technical tasks, mitigating physical injuries (e.g. cuts, abrasions, chemical hazards)
- Vulnerable younger learners face strict isolation from high-risk tools until a lecturer formally signs off on their physical competence and safety judgement.

Ergonomic Hazards

- Lecturers monitor programmes involving sustained static postures or heavy lifting, such as early childhood education, hairdressing, and construction.

- EAP Services/Habit Health are currently the preferred provider of the Workstation Ergonomic Assessments that are available for staff however, no requests were received in the last reporting period.

Vehicular Use *(Section 20 HSWA Compliance)*

- All UCOL vehicles are managed under strict PCBU workplace standards. Staff must submit valid licences and complete supervised AA training before transporting students in UCOL passenger vans. Training records are held by both UCOL Facilities Management and AA.
- The central booking software automatically triggers management alerts if any reservation is scheduled for more than 5 hours of driving in a single day. Vehicles are monitored with GPS tracking which improves driver safety through greater visibility in driver behaviour.
- As vehicles are driven by multiple users, any individual cases of erratic or excessive speed are flagged and reported by Facilities Management to their direct line Manager.
- Facilities Management holds all the information regarding vehicle use.
- As UCOL considers vehicle use an organisational 'Critical Risk', it is important that individual cases of erratic or hazardous vehicle use and any following actions are recorded as safety incidents in Protecht, allowing capture of data and inclusion in future safety reporting.

Violence, Harassment, and De-escalation

- Staff are advised to disengage and de-escalate instances of student friction or abusive behaviour. Security coverage is fully maintained on the Manawatū campus, alongside active access controls across all alternative regional facilities.
- The regular reporting of incidents involving aggressive behaviour and members of the public not associated with UCOL while still occurring on UCOL premises has prompted suggestions of de-escalation training being made available to staff.
- The Executive Leadership Team have approved a recommendation for de-escalation training to be provided to kaimahi. From 2027, a free online resource will be made available through the Health and Safety SharePoint staff page. If Managers feel more intensive training for staff is required, this may be requested and approved on a case-by-case basis.

Environmental and Occupational Health

- With repairs now completed on the mechanical engineering air extraction system, internal monitoring will continue. Early indications are that with the improved volume intake and closer attention being paid to ākonga use of the equipment, that the previous build-up of smoke and fumes will not occur. This will ensure the extraction units are an effective control and fully compliant with New Zealand Workplace Exposure Standards.
- Due to the high rates of infection occurring in New Zealand the UCOL staff influenza vaccination programme was extended to 30 September 2026 with vaccinations available until 9 October 2026. At the time of writing this report, a further twelve people had requested vouchers to attend an off-site clinic.

Worker Engagement and Participation (Lead Indicators)

Health and Safety Representative (HSR) Capacity

- Involving staff such as the Health and Safety Representative network in the development of safety in the workplace fosters a collaborative environment. The use of frontline experience and their direct input help identify risks and long-term concerns that management may otherwise overlook.

- The Health and Safety Representatives monthly meeting occurred on Thursday 1 October 2026 with 9 attendees. Outcomes will be reported in the December Council report.
- The monthly Health and Safety Representative catch-up continues to provide a voice for frontline staff to be able to express any ideas or opinions they feel may contribute to safety and wellbeing at UCOL.

UCOL Council Meeting

2 November 2026

Agenda Item Number: **Paper Number:**	7. 75/26
Title:	Academic Report
Provided By:	Executive Director Quality and Academic Assurance (Gianetta Lapsley)
Item for:	Information

Recommendation

It is recommended that the UCOL Council:

1.	**Receive** the Academic Report.

Purpose

To provide an update to Council on priority programme development, approval and accreditation and academic quality assurance workstreams.

Background and Progress

Review and Update of UCOL Academic Statute

The UCOL Academic Governance Statute 2026 is being considered for approval by the Council at its 2 November 2026 meeting.

The Education and Training (System Reform) Amendment Bill was read in parliament for the third time on 23 June 2026 and received Royal Assent on 25 June 2026. This included the amendments effectively giving polytechnic Councils statutory authority to make and amend institutional statutes (again). Section 284 once again applies to polytechnic Councils (except paragraph (h)).

The Academic Governance Statute will now provide the refreshed basis to academic policy sets (principles, policy, procedure, guidelines) that govern academic regulation and activity across UCOL programmes and educational administrative process.

Strengthening institutional performance following organisational structural changes by operationalising new functions and roles

Update: **UCOL Digital Education Lead** role and function is bringing focus and prioritisation of available staffing resource and expertise into the small digital education team, while contributing essential specialist skills and knowledge themselves.

Following UCOL Council support for a UCOL approach to Artificial Intelligence (AI) in education, Principles, policy and procedures have been developed, and consultation completed. Final collation and submission for approval and implementation will be complete in November 2026. Simultaneously, protocols and permission systems have been developed to achieve akonga permission for limited use of AI agents in the marking and moderation of student assessment.

Training and development in the use of AI (in education) for academic kaimahi is active (in person and with asynchronous resources). This is actively mitigating risk (of akonga plagiarism in assessment, of privacy breach, intellectual property breach, and guarding of data sovereignty) while benefiting UCOL teacher productivity and innovation.

Update: **UCOL Learning and Development Lead** role and function has a wide remit and set of management and kaimahi expectations to address. The Lead has been balancing building a framework from the beginning for UCOL while bringing onsite facilitated training and development experiences back to UCOL.

Tangata Te Tiriti Workshops (Dr Ingrid Hugyens), and Customer Excellence for service delivery teams (September and October) are a welcome return to good use of professional development allocation.

The UCOL onboarding and induction experience for new kaimahi (general and academic) has been workshopped, and managers consulted, and the structure drafted for trial in 2027. Assessment and moderation of assessment workshops for academic kaimahi has also been a focus.

Academic Policy Set Review

Update: progress has been slower than planned due to competing priorities of new programme development (Master of Information Technology Level 9) and Offshore Delivery applications and NZQA evaluation. October through December will need to pick up some of this slippage as current policies and procedures are only grandparental until 31 December 2026, with some not have being reviewed in a number of years within NZIST.

NZQA Approval and Accreditation

Master of Information Technology Level 9 with Majors and the associated postgraduate diploma and certificates (Level 8) have been evaluated and a 3-day NZQA Panel visit to the Manawatū campus completed (15 October 2026).

We are completing seven (7) Requirements, essential commitments and changes for NZQA to recommend approval and accreditation of the new postgraduate qualification suite.

Master of Applied Management Level 9 with Majors and the associated postgraduate diploma Level 8 and postgraduate certificate Level 8, were declined to proceed in the evaluation process by NZQA. They cited capacity and insufficient external business and community consultation, and some rework of the design of the qualification. UCOL no longer has a Bachelor of Applied Management/Business Studies/Commerce type-degree at Level 7 nor associated academic capability/capacity here in New Zealand. Building a master's degree from this base is a contrast to the Master of Information Technology Level 9.

NZQA Offshore delivery for Xian University and Weifeng University (mainland China) is complete. The Xi'an Shiyou University application to NZQA is pending the result of the Master of Information Technology Level 9 approval application.

The NZQA integrated Quality Assurance Framework (iQAF) and TEO self-assessment process released in March/April 2026 has been workshopped for all tertiary education providers and templates are being progressively released for providers to populate (March 2027 for UCOL).

NZQA is also proposing two related - but distinct - components under the iQAF:

Risk-informed Quality Assurance
NZQA uses provider data and regulatory intelligence to determine where monitoring or investigation of a provider should be prioritised. Indicators include enrolment changes, completions and withdrawals, complaints, international-learner concentration, financial issues, other-agency investigations, and cross-agency intelligence. NZQA stresses that a risk assessment is an internal prioritisation tool, not a quality rating, and that regulatory action will not be taken on risk signals alone without further verification.

This enables NZQA to tailor the intensity of approvals, monitoring, support, compliance, and enforcement to each provider's circumstances rather than applying the same cycle to everyone.

Public Institutional Quality Descriptor
To replace the discontinued EER category system, NZQA consulted in August–September 2026 on assigning each non-university tertiary provider one of three descriptors:

- Highly effective
- Effective
- Not effective

The descriptor would be calculated from weighted scores across four criteria:

1. Programme and micro-credential design
2. Delivery of education and training
3. Assessment practice
4. Quality-management-system implementation

The descriptor model is still a proposal, not final NZQA policy. The broader iQAF is already operating, including annual organisational self-review and a discussion with NZQA, but self-review itself is not scored or formally judged.

In short: risk determines the nature and intensity of NZQA scrutiny; verified quality evidence determines the proposed public institutional descriptor.

UCOL has received the report from NZQA for their re-monitoring of the New Zealand Diploma in Early Childhood Education and Care Level 5, and has developed the draft Action Plan of improvements required at NZQA by 6 November 2026, addressing the actions required in the NZQA report.

UCOL fed back on the draft report in September. NZQA acknowledged the feedback and perspectives we gave.

However, NZQA clearly expects to see specific statements/wording made in the assessment instructions to ākonga and marking guidance to assessors who are marking assessment work, that UCOL currently specifies elsewhere. This adjustment to all assessment, and a fresh pre-assessment moderation of assessment for all assessment is required before the programme is taught and assessed again in 2027. The Academic Portfolio Manager is implementing this workstream with the programme teaching team.

Note: this one-year programme is the first year of the Bachelor of Teaching Early Childhood Education Level 7.

UCOL Council Meeting

2 November 2026

Agenda Item Number: **Paper Number:**	8. 76/26
Title:	Revised UCOL Academic Statute
Provided By:	Executive Director Quality and Academic Assurance (Gianetta Lapsley)
Item for:	Approval

Recommendations

It is recommended that the UCOL Council:

1.	**Approves** the change in title from UCOL Academic Statute to UCOL Academic Governance Statute.
2.	**Approves** the updated Academic Governance Statute.

Purpose

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

That the UCOL Academic Governance 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 2017 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 from 2026 and beyond.

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

Legislative changes in June 2026 permitted Council's to once again consider and approve statute changes (other than statutes for its own membership).

The Academic Governance Statute underwent detailed updates, proof reading and consideration by the Executive Leadership Team in October 2026 and is being presented to Council for approval and implementation.

Supporting Information

Appendix I - UCOL Academic Governance Statute

APPENDIX I

Academic Governance Statute 2026

Campuses and sites at:

Palmerston North
Masterton
Whanganui
Levin

APPENDIX I

Academic Governance Statute pursuant to Part 4 Subpart 4 Polytechnics and Schedule 11 of the Education and Training Act 2020

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)

APPENDIX I

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Part 1: 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 In giving effect to this statute, UCOL will:

- uphold academic integrity, fairness, and academic freedom
- recognise and respect mātauranga Māori and tikanga Māori as relevant dimensions of knowledge, learning, and academic practice
- give effect to UCOL's commitments under Te Tiriti o Waitangi; and
- exercise its powers and responsibilities in a manner consistent with these principles.

1.1.5 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.

1.1.6 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.

1.1.7 The Council or the Chief Executive may, from time to time, direct that this Statute or any UCOL policy, protocol, or Programme Regulation 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 Part 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 itself. 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 particular 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 2 November 2026. This Statute repeals all previous Academic Statutes and all their amendments.

1.3.2 All Programme Regulations existing at 2 November 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 document 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, and

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 they consider 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 ākonga 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, e.g., V8.1 until such time that an accumulation of updates or a substantive update is deemed to have occurred or be required when a new Version will be cast.

1.5.2 The current, definitive copy of this 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).

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 an 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. (Other terms include lecturer, tutor, kaiako).

Academic Misconduct Any act or omission by an ākonga which breaches academic guidelines, rules, 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, policy sets and processes, responsibilities and resources used to assure academic quality standards.

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 deliver 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 kaimahi 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 at an institute.

Approval 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 assessment standard is assessed (NZQA).

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

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 education and training fulfilling the minimum NZQA operational scope to be recognised as such.

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 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 an 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 is the smallest component of a programme of study in which an ākonga enrols 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 ten (10) hours of ākonga effort including all learning and assessment. 120 credits (1200 hours) are 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 in one qualification for recognition of credit in a different qualification.

Endorsement of a qualification (usually New Zealand Certificates and New Zealand 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 their performance and assessment outcomes 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. If confirmed this may contribute to an ākonga having 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) is a subcommittee of the Academic 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 An assessment which facilitates learning and ākonga obtaining 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 an ākonga exceeds the requirements for a pass and where the criteria for Merit are clearly defined in the relevant curriculum and award document.

Moderation of assessment 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 of assessment is of both types: pre-assessment moderation of assessment and post-assessment moderation of assessment, and internal and external. Both types require formal reporting of the activity undertaken, its findings, and actions identified where necessary.

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

New Zealand Qualifications Authority (NZQA) is a Crown Entity and quality assurance body whose role in the education sector is to ensure New Zealand qualifications are regarded as credible and robust, nationally and internationally, and to monitor the compliance of TEOs with the rules that it sets.

New Zealand Qualifications and Credentials Framework (NZQCF) is a framework based on outcomes, described in terms of knowledge skills and attributes, and their application. NZQA administers the NZQCF, which lists all quality assured qualifications and awards in New Zealand. The framework is the definitive source for accurate and current information on each qualification and award.

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 formal, written and approved principles, policy, procedures, and guidelines that provide direction, set parameters and processes, and define the expected practices/outcomes/procedures for significant activities of the institution.

Pre-requisite means one or more specified course(s) that must be successfully completed before an ākonga is permitted to proceed to further study related course(s).

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

Programme Regulations means the criteria developed by UCOL and approved by NZQA, describing the entry to, progression within, 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.

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 evaluation of an individual's relevant knowledge and skills (gained through prior learning including formal prior study achievement and work-based and other 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.

Re-mark The marking again, a second time 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).

Re-sit means the opportunity for an ākonga to undertake an assessment or part of an assessment again as provided for within applicable programme regulations.

Restricted Pass Awarded where an ākonga has narrowly failed (up to 3 marks) to meet the required standard for the course and one which, when awarded, does not qualify an ākonga to enrol in a subsequent course / programme for which a pass in the original course is a pre-requisite.

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

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

Skill Standard a formal description of the learning to be achieved, the work to be performed, the level of knowledge and skills required and the standards necessary for success in an activity, for the award of credit.

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/Committee means a group established by a Faculty Board of Educational Improvement and comprised predominately of stakeholders who are not kaimahi 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 formal processes where ākonga demonstrate their learning and achievement of the course learning outcomes through assessment activities. The purpose is for the ākonga and UCOL to determine their level of achievement meeting the 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 one type of NZQA assessment Standard outlining precise performance outcome statements and standards, 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 Credential

b New Zealand Certificate

c New Zealand Diploma

d Bachelor's Degree

e Graduate Certificate

f Graduate Diploma

g Bachelor Honours Degree

h Postgraduate Certificate

i Postgraduate Diploma

j Master's Degree

k Doctoral Degree

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 NZQCF 1 to NZQCF 10 and the number of credits accumulated at these defined levels. Definitions of all qualification types, levels 1 – 10 can be found on the NZQA website.

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

3.1.4 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 e.g., Microsoft, 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 New Zealand Certificate Awards – Executive Dean and Chief Executive (or their delegate).

ii New Zealand Diploma, Bachelor's Degree, Graduate Certificate, Graduate Diploma, Bachelor Honours Degree, Postgraduate Certificate, Postgraduate Diploma, Master's Degree and Doctoral Degree Awards – Chair of Council and Chair of Academic Committee (or their delegate).

iii UCOL statements of attendance and certificates of proficiency (not being formal awards) - Executive Dean (or delegate).

3.2.4 The policy regarding 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 an ākonga dies before completing a qualification, the Chief Executive has the discretion to confer an award posthumously having considered the merit of this based on their progress in the programme and closeness to fully completing the programme. 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 3.

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 GOVERNANCE 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

vi The Academic Committee may from time convene additional special purpose sub committees

4.2 Academic Committee

4.2.1 Purpose

The purpose of the Academic Committee is to assist Council and the Chief Executive on matters relating to academic direction and academic standards, programmes of study or training, awards and other academic matters including when requested to do so additionally by the Council and to exercise powers delegated to it by the Council. To advise on academic leadership by bringing together people with expertise in academic matters.

4.2.2 Membership

The Academic Committee shall and hereby does have as members:

a Chief Executive (Chairperson)

b Pouārahi Executive Director Māori

c Executive Director - Quality and Academic Assurance

d Executive Deans of Faculties (2)

e Chair, Research and Knowledge Transfer Committee

f Academic Representative, Wairarapa UCOL

g Academic Representative, Whanganui UCOL

h Ākonga Representative(s) (1-2)

i Academic Portfolio Manager one from each faculty (nominated by Executive Dean) (2)

j Senior academic kaimahi (tenured, nominated by Executive Dean, approved by Academic Committee) from each faculty (2)

k Officers of the Academic Committee:

- Academic Advisors (all)

L The Academic Committee may choose to invite the following representatives to attend any meeting if it so resolves from time to time:

- Council
- Educational specialists (Internal or external)

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 To advise Council on matters relating to portfolio and programmes, awards and other academic matters,

b To advise Council and Chief Executive regarding academic policy sets and formally approve all academic policy.

c To advise Council of new and significantly changed programmes as approved by the Academic Approvals Committee.

d 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.

e 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.

f Monitor that there are no unreasonable barriers to ākonga entry or to their academic progress.

g Monitor and promote excellence in UCOL's programmes.

h Monitor and promote research activities within UCOL.

i Approve curricula for programmes of education leading to award of credit.

j Foster information flows on academic matters throughout the institution.

k Receive, monitor, and evaluate summary reporting of annual programme self-assessment from FBEIs.

l Receive degree monitoring reports, reports from accreditation panels, relevant quality assurance bodies and other bodies (eg NZQA, Industry Standards Bodies, Nursing Council of New Zealand), and other academic audit reports.

m Monitor and review the implementation of inter-faculty and/or cross-site moderation plans.

n Promote positive academic relationships with other organisations.

o Manage fair and efficient processes for academic appeals and grievances.

p Monitor the award of credit from Recognition of Prior Learning and Recognition of Current Competency applications.

q Monitor the quality of teaching and learning, and the implementation of high-quality assessment of learning within UCOL.

r Approve the Terms of Reference and Membership of special purpose Committees and membership of standing 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 and programmes

v To submit an annual report to Council of its activities and performance.

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 minutes are reported to Council as these are approved in the meeting calendar.

4.2.8 The Academic Committee shall and hereby does establish the following committees as appointed by Council:

i Academic Approvals Committee

ii Research and Knowledge Transfer Committee

iii Appeals and Grievances Committee

iv Faculty Boards of Educational Improvement (2)

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 senior academic staff member (other than a-c above) of each Faculty Board of Educational Improvement

e Digital Education Lead
f Kaikōkiri Te Mana Tauira
g Up to two ākonga representatives
h Kaikōkiri 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 high-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 members will predominantly be experienced active researchers and may include but not be limited to:

a Chairperson

b Executive Deans of Faculties

c Research Coordinator

d Academic Portfolio Managers (2)

e Academic kaimahi representatives from postgraduate programmes (maximum of two)

f Academic kaimahi representatives from bachelor's degree programmes (maximum of two)

g Academic kaimahi representatives from non-degree programmes (maximum of two)

h Māori academic kaimahi

I Committee administrator

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 about 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, and offshore) 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 Dean of Faculty (Chair)

b Executive Director, Partnerships and Engagement (or delegate)

c Executive Director, Quality and Academic Assurance

d Pouārahi Executive Director Māori

e Academic Portfolio Managers (all for faculty)

f Academic kaimahi (up to 2 from within the faculty)

g Academic kaimahi (up to 2 from other faculty)

h Academic Advisors (2)

i Programme Management Leader

j Manager Registry (or delegate)

k Kaikōkiri Te Atakura (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 and the award of credit (including Recognition of Prior Learning and Special Passes)

e Approving the appointment of external moderators and external programme monitors where appropriate

f Receiving degree monitors' reports, evaluating and approving action plans and monitoring implementation

g 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

h Ensuring there are no unreasonable barriers to ākonga entry or progression

i Monitoring the progress of ākonga enrolled in each programme with particular attention to Māori ākonga progress

j Undertaking moderation on a UCOL-wide basis within each discipline area, where appropriate, to ensure consistent standards are maintained in the awarding of credits

k Monitoring and approving annual programme Self-Assessment and resulting action plans

l Approving the timely release of academic results (assessment and course results)

m Hearing and determining academic appeals (Part IX, 9.1)

n Alignment of staff development plans to improve quality of teaching and learning, educational performance, and ensuring enactment of those plans

o Establishing and recording Stakeholder Engagement plans and opportunities to maintain the currency of programmes and qualification to meet either industry or community needs ensuring that UCOL is contributing to its communities

p Maintain data on graduate destinations using available systems with details of place and level of employment

q Provide oversight and direction to UCOL's commitment to provide workplace-based experience for all programmes

r Monitor ākonga complaints

s Maintain sub-contractor register, report twice yearly monitoring sub-contractor compliance with UCOL academic policies and procedures

t Reporting to Academic Committee monthly through provision of full FBEI meeting minutes

u Approve and monitor five-year degree reviews and graduating year reviews

4.7 Meetings and Membership

4.7.1 At all meetings of the Academic Governance 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 All resolutions of the Academic Committee and its subcommittees must be formally recorded and retained in accordance with the Public Records Act 2005 and applicable records retention and disposal authorities.

f An annual report shall be provided to the Academic Governance Committee, reviewing the performance of the Committee, identifying key achievements, quality improvements and actions for the next academic year. The Academic Governance

Committee may request more frequent summary reporting (beyond the minutes of regular scheduled Committee meetings).

g Co-opted/temporary 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 Governance Committee or Committee shall regulate its own procedure.

4.7.3 Membership of Academic Governance 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 Governance Committee or Committee.

4.7.4 All meetings of the Academic Governance 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 electronically (e.g., via email).

4.8 Sub-committees of Academic Governance Committee/Committees

4.8.1 The Academic Governance Committee or Committee stated in Part IV of this Statute has the power to appoint Sub-committee(s). The Academic Governance 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 Governance 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 Governance Committee or Committee together with any other person the Academic Governance Committee or Committee considers it appropriate to appoint.

4.8.4 A Sub-committee shall report in writing to the Academic Governance Committee or Committee that appointed it, at least every three months, or as requested by that Academic Governance 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 Governance 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 ākonga (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 outcomes

d Policies on ākonga progression

e Programme structure

f Entry requirements. These must be separately approved by the Academic Approvals Committee

g Selection criteria (where maximum numbers have been established). These must be separately approved by the Academic Approvals 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 of assessment 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 Governance Committee (or its delegates) shall evaluate to determine whether 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 employment and/or further study.

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 Governance Committee at its sole discretion considers relevant

5.2 Programme Accreditation Only

5.2.1 Where a programme has been formally approved to another TEO UCOL through arrangement with that approved institution can negotiate to acquire the programme and seek accreditation only for the programme. The programme must first be part of the forecast UCOL mix of provision, and the Academic Governance Committee (or its delegate) must receive, evaluate and approve an application and NZQA accreditation approval be achieved before programme commencement.

5.3 Self-assessment Reporting

5.3.1 An annual review of the delivery and educational outcomes of each cluster of similar programmes of study is made throughout the year and a summary report furnished within five months of the end of the programme. The discipline clusters are identified by each faculty at the beginning of the academic year intended to result in dense outcomes and results-focussed reflection of the quality of educational delivery. This is for all programmes resulting in a formal qualification, micro credential, Adult Community Education Course, assessed short course, and Trades Academy programme. This is received and critically evaluated by the relevant Faculty Board of Educational Improvement. The Report will include:

a Title, level and credits

b Programme statistics, including retention and educational performance data, and trend analysis against improvement goals

c Teaching staff profile, including qualifications (achieved and working towards)

d Critical reflection and analysis to provide appropriate responses to the prompting evaluative questions (relevant to external and internal quality assurance frameworks at the time) and other relevant strategic objectives. These responses will form the basis for main highlights and the most important areas for improvement for priority performance aspects.

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 Financial performance and contribution, programme sustainability

ix Any relevant internal or external standards or requirements

5.3.2 The annual Programme self-assessment report for each degree and higher-level programme will include:

a Staff research and knowledge transfer activities (previously approved results against plans)

b Degree 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 an annual summary of Programme elf-assessment report achievement and trends to the Academic Governance Committee.

PART VI: ĀKONGA ENTRY/WITHDRAWAL

6.1 General Programme Requirements

6.1.1 Admission/entry to the institution requires that the applicant meets the entry requirements specified in Section 255 of the Education and Training Act 2020 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 an ākonga at UCOL or in a particular programme of study or training at UCOL, pursuant to Section 255(5) of the Education and Training Act 2020 otherwise as permitted by 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 Governance 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 and confirmation that the missed tuition can be fully and completely recovered. The full course fee applies to the enrolment.

6.4 Special Admission

6.4.1 Domestic applicant

No domestic ākonga under the age of 16 years may be admitted for any programme unless the requirements of the Ministry of Education have been fully complied with. Any such ākonga must demonstrate ability to achieve at the level of tertiary study they are targeting.

6.4.2 International applicant

i must provide a current and eligible visa for the tertiary study being selected.

ii must be 18 years of age or over (applicants between the ages of 16 and 18 years may be accepted if all relevant criteria relating to under 18s in the Education Code of Practice are met).

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 specific Programme Regulations.

6.5.2 The Academic Governance Committee may approve Programme Regulations which limit the amount of credit awarded toward a qualification because of Recognition of Prior Learning. Credit may be awarded for a complete qualification because of Recognition of Prior Learning where the Academic Governance Committee has deemed this appropriate and this remains possible within NZQA Rules.

6.5.3 Ākonga may receive credit toward a qualification following a successful application for Recognition of Prior Learning (assessed or by credit recognition for prior assessed study).

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 formally committed to be paid (loan, evidence of Scholarship), according to any terms prescribed by the Council (including terms relating to the payment of fees by instalments, if any), and

I formal enrolment procedures have been completed, and

ii other payments prescribed by or due to UCOL (including any debts however these arose) have been paid to UCOL.

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 the UCOL's Ākonga Finance team.

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 An 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 in the same year.

6.7.3 Any differences in fees will be refunded. If a course enrolment is deferred to the following year beyond the programme offer dates of the current enrolment, this is processed as a withdrawal, refund of fees in the current year, and new enrolment and fees incurred the following year.

6.7.4 No transfers are available for programmes leading to non-formal awards.

6.8 Withdrawals

6.8.1 An ākonga is considered to have "withdrawn" on actual receipt by the UCOL Registry team of written notice to UCOL on the appropriate form signed by the ākonga or via email, provided that such notice is not given after an ākonga 's enrolment has been cancelled or after completion of the course/programme.

6.8.2 An ākonga 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 ākonga will have no academic record for the course(s).

6.8.3 Where an ākonga 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 ākonga will have no academic record for the course.

6.8.4 Where an ākonga enrolled on a course 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 ākonga from the course.

6.8.5 Where an ākonga 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 an ākonga withdraws after the last date for withdrawing from a course/programme without academic penalty, the ākonga academic record will show an appropriate failing grade (if they have failed).

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. They have all rights to apply for re-enrolment in the future.

6.8.8 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 an 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:

- An ākonga who does not pass at least half of the credits in which the ākonga was enrolled in within one academic year.
- An 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 they seek 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 re-enrolment 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 an ākonga to meet requirements set by a professional body prior to their participation, a 'fitness to practice' assessment of the ākonga 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 performance or participation by an ākonga in any practical activity, professional practice, or work experience is judged as unsatisfactory for whatever reason, attendance in the practical activity, professional practice or work experience relating to that ākonga 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 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 Governance 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 an ākonga for assessment must be the work of that ākonga. Such work submitted by an ākonga must not be submitted elsewhere in any other course or programme unless permitted in writing by the Academic Portfolio Manager.

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 the ākonga 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 learning of the ākonga.

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 (i.e., 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 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 were 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 are 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
E	55 – 59

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	Failed. Did not meet course requirements
0 – 39	E	Failed. 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
Credit Transfer	CT	Course credit awarded by credit transfer
Cross Credit	CC	Course credit awarded by cross credit
Recognition of Prior Learning	CR	Course credit awarded by Recognition of Prior Learning
Did not complete	DNZ	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 Aegrotat 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 an 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 an 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 performance of the ākonga in the programme as a whole as well as the course/programme in question.

Only one Conceded Pass may be granted to an 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 Academic Portfolio Manager.

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 an 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 Academic Portfolio Manager (or delegate) as soon as practicable of the intent to make an application

iv The ākonga must have presented to the Academic Portfolio Manager (or delegate), 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 overall academic performance of the ākonga in the programme of study, as well as the performance in the other assessments from the ākonga for the course in question and in relation to the grades received by the other ākonga within the course.

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 Academic Portfolio Manager, who presents the application, will need to be satisfied that the exceptional circumstances have prevented the ākonga from:

- either achieving a Compulsory Academic Achievement (CAR), e.g. a set number of clinical hours, and/or
- completing a competency-based assessment within the relevant enrolment period

d 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 Academic Portfolio Manager 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 an 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 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 An 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 Academic Portfolio Manager (or delegate) 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 Academic Portfolio Manager 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 Academic Portfolio Manager (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, an 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 original work of the ākonga, without indicating that the ideas and/or words are not the original work of the ākonga, 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 Academic Portfolio Manager 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 an 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 the view of the facts from the ākonga 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 Academic Portfolio Manager 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 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 Academic Portfolio Manager, without undertaking steps 8.2.1 a and b (and either of them), place an 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 by 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 academic record of the ākonga 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 academic record be rescinded, and/or requiring that the 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 any 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 Academic Portfolio Manager under Part VII, 7.8, an 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 an 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 Academic Portfolio Manager 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 Academic Portfolio Manager 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 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 Academic Portfolio Manager 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 Academic Portfolio Manager.

10.1.3 If an 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 An ākonga may appeal a decision of the Executive Dean/Academic Portfolio Manager/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 their 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 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 Academic Portfolio Manager, 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, complaint, 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.

APPENDIX I

SCHEDULES INTRODUCTION

The following schedules are:

Schedule 1 A summary of NZQA qualification definitions

Schedule 2 A summary of NZQA level descriptors

Schedule 3 Academic Dress

Schedule 4 Delegations

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

Level	Purpose	Credits
Certificate 1	To qualify individuals with basic knowledge and skills for work, further learning and/or community involvement	A minimum of 40 credits at level 1 or above
Certificate 2	To qualify individuals with introductory knowledge and skills for a field(s)/areas of work or study	A minimum of 40 credits at level 2 or above
Certificate 3	To qualify individuals with knowledge and skills for a specific role(s) within fields/areas of work and/or preparation for further study	A minimum of 40 credits at level 3 or above
Certificate 4	To qualify individuals to work or study in broad or specialised field(s)/areas	A minimum of 40 credits at level 4 or above
Certificate 5	To qualify individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specific field of work or study	A minimum of 40 credits at level 5 or above
Diploma 5	To qualify individuals with theoretical and/or Technical knowledge and skills within a specific field of work or study	A minimum of 120 credits from level 4 or above, including at least 72 credits at level 5 or above.
Certificate 6	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
Diploma 6	To qualify individuals with theoretical and/or Technical knowledge and skills in specialised/strategic contexts	A minimum of 120 credits from level 5 or above, including at least 72 credits at level 6 or above.
Diploma 7	To qualify individuals with specialised and technical knowledge and skills within a professional context	A minimum of 120 credits from level 5 or above, including at least 72 credits at level 7 or above.
Bachelor's Degree 7	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	A minimum of 360 credits from levels 5 to 7, including at least 72 credits at level 7

Graduate Certificate 7	To act primarily as a vehicle for degree graduates to pursue further study at an advanced undergraduate level	A minimum of 60 credits, including at least 40 credits at level 7 or above
Graduate Diploma 7	To act as a vehicle for degree graduates to pursue a significant body of study at an advanced undergraduate level	A minimum of 120 credits, including at least 72 credits at level 7 or above
Bachelor Honours 8	To recognise distinguished study at level 8	A minimum of 120 credits at level 8, with a research component that represents at least 30 credits at that level
Postgraduate Certificate 8	To extend and deepen an individual's knowledge and skills	A minimum of 60 credits at level 8
Postgraduate Diploma 8	To extend and deepen an individual's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree	A minimum of 120 credits from levels 7 and above, including at least 72 credits at level 8
Master's Degree 9	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	A master's degree by thesis includes 120 credits, of which at least 90 credits (at level 9) consist of a research project. A master's degree by coursework and thesis includes 240 credits, of which at least 90 credits at level 9 are in the form of thesis, dissertation, substantial research paper or scholarly creative work, and of which up to 150 credits are from 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.
Doctoral 10	To become an increasingly independent scholar who makes a substantial and original contribution to knowledge.	At least 360 credits

Schedule 2: NZQF Level Descriptors

Level	Knowledge	Dimension	Application [of knowledge and skills]
Level 1	Basic general and/or foundation knowledge	Apply basic solutions to simple problems Apply basic skills required to carry out simple tasks	Highly structured contexts Requiring some responsibility for own learning. Interacting with others
Level 2	Basic factual and/or operational knowledge of a field of work or study	Apply known solutions to familiar problems Apply standard processes relevant to the field of work or study	General supervision Requiring some responsibility for own learning and performance
Level 3	Some operational and theoretical knowledge in a field of work or study	Select and apply from a range of known solutions to familiar problems Apply a range of standard processes relevant to the field of work or study	Limited supervision Requiring major responsibility for own learning and performance. Collaborating with others
Level 4	Broad operational and theoretical knowledge in a field of work or study	Select and apply solutions to familiar and sometimes unfamiliar problems Select and apply a range of standard and non- standard processes relevant to the field of work or study	Self- management of learning and performance under broad guidance Some responsibility for performance of others. Adapting own behaviour when interacting with others. Contributing to group performance.
Level 5	Broad operational or technical and theoretical knowledge within a specific field of work or study	Select and apply a range of solutions to familiar and sometimes unfamiliar problems Select and apply a range of standard and non- standard processes relevant to the field of work or study	Complete self- management of learning and performance within defined contexts. Some responsibility for the management of learning and performance of others.
Level 6	Specialised technical or theoretical knowledge with depth in a field of work or study	Analyse and generate solutions to familiar and unfamiliar problems Select and apply a range of standard and non- standard processes relevant to the field of work or study	Complete self- management of learning and performance within dynamic contexts. Responsibility for leadership within dynamic contexts.
Level 7	Specialised technical or theoretical knowledge with depth in one or more fields of work or study	Analyse, generate solutions to unfamiliar and sometimes complex problems	Advanced generic skills and/or specialist knowledge and skills in a professional context or field of study

		Select, adapt and apply a range of processes relevant to the field of work or study	
Level 8	Advanced technical and/or theoretical knowledge in a discipline or practice, involving a critical understanding of the underpinning key principles	Analyse, generate solutions to complex and sometimes unpredictable problems. Evaluate and apply a range of processes relevant to the field of work or study	Developing identification with a profession and/or discipline through application of advanced generic skills and/or specialist knowledge and skills. Some responsibility for integrity of profession or discipline
Level 9	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	Develop and apply new skills and techniques to existing or emerging problems. Mastery of the field of study or practice to an advanced level	Independent application of highly specialised knowledge and skills within a discipline or professional practice. Some responsibility for leadership within the profession or discipline
Level 10	Knowledge at the most advanced frontier of a field of study or professional practice	Critical reflection on existing knowledge or practice and the creation of new knowledge	Sustained commitment to the professional integrity and to the development of new ideas or practices at the forefront of discipline or professional practice

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 Creative Media
Black	Bachelor of Design and Arts
Black	Bachelor of Information and Communications Technology
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

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 Provision on Delegations

14.1 Pursuant to Schedule 11 of the Education and Training Act 2020 the Council hereby delegates:

i To the Chief Executive (including their 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.

14.2 Nothing in this Statute affects any delegations already given from the Council to the Chief Executive.

14.3 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.

14.4 Nothing in this Statute affects any delegations already given from the Chief Executive to UCOL staff.

14.5 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.

14.6 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.

14.7 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.

14.8 All delegations in the Statute are revocable at will in the manner required by 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's 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)
11.	Minutes of the Previous Meeting (Public Excluded) held on 21 September 2026	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
12.	UCOL Manawatū Single Stage Business Case (SSBC): Project Update and Block 2 Design	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA
13.	Budget 2027	Section 9(2)(i) OIA Section 9(2)(j) OIA
14.	Finance Report	Section 9(2)(b)(ii) OIA Section 9(2)(i) OIA
15.	Property Divestment Report	Section 9(2)(b)(ii) OIA Section 9(2)(i) OIA
16.	Chief Executive Report	Section 9(2)(b)(ii) OIA Section 9(2)(g)(ii) OIA Section 9(2)(i) OIA Section 9(2)(j) OIA
17.	Legislative Compliance Report	Section 9(2)(b)(ii) 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).