**ACADEMIC**

**REGULATIONS**

**2024**

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# 

1. General
   1. Introduction
      1. The Academic Regulations are relevant to all academic matters relating to:

* the development and approval
* delivery
* assessment and moderation
* and support for enrolled learners in

ATNZ Programmes, Microcredentials and informal training programmes or courses.

Not all sections of the *Academic Regulations* are applicable for every programme.

* + 1. For the purposes of these regulations, the term ‘programme’ includes all educational offerings delivered by ATNZ including programmes of study and training. This may include Programmes, Microcredentials or non-formal delivery.
    2. The *Academic Regulations* seek to ensure that all ATNZ academic provision is of the highest quality, meet’s industry requirements, complies with all external legislation and regulation and that learners are treated fairly and equitably. The *Academic Regulations* create obligations that apply to and must be applied by all ATNZ staff.
    3. The *Academic Regulations* are intended to be consistent with relevant New Zealand legislation and regulation. In the event of any inconsistency between the *Academic* *Regulations* and New Zealand legislation, the relevant legislative provisions shall prevail.
    4. Where a programme is subject to regulation by ATNZ and by an external authority, and there is conflict between those regulations, the PTE Manager or their specified delegate shall determine whether the regulations of that other authority shall apply in respect to that programme. In making such a determination, they shall take into account any agreements and/or arrangements that exist between ATNZ and the external authority, and the academic integrity of the programme.
    5. In addition to the *Academic Regulations,* ATNZ has also established:
* Learner Regulations
* Specific Programme Regulations;
* Policies, procedures and processes to give effect to the *Academic Regulations*.  
  1. Changes to this document
     1. The *Academic Regulations* are determined and approved by the Board and are reviewed annually.
     2. Information provided to learners shall be updated where necessary to reflect changes made to the *Academic Regulations*. ATNZ shall notify learners of any changes made outside of the annual review cycle that are likely to affect them.

1. Providing Equal Opportunities to Learners
   * 1. ATNZ acknowledges the principles of Te Tiriti o Waitangi (Treaty of Waitangi) and although not a Tiriti partner, is committed to achieving oritetanga in opportunities, participation and outcomes for Māori and for other underserved learners.
     2. ATNZ is committed to providing an environment in which all learners have an equal opportunity to achieve their academic potential. This is to ensure that no unreasonable barriers are created which could prevent learners from gaining access to education and training.
     3. Wherever possible, programmes will be delivered in such a way as to give equal opportunities for all learners. In applying this principle, the learner body might include (but is not limited to):

* People with disabilities;
* People requiring specific learning assistance;
* People of all gender descriptions;
* The economically disadvantaged;
* The educationally disadvantaged;
* People who speak English as a second or foreign language;
* People with dependents;
* People from minority ethnic groups;
* People undertaking courses in which they identify as, or are a minority due to, for example, age, gender identity, ethnicity etc; and
* Other groups identified as disadvantaged.
  + 1. ATNZ places particular emphasis on the elimination of barriers that cause under representation or underachievement in tertiary education for Māori and Pasifika people, people with disabilities, and on the basis of gender or gender identity.

1. Academic Committee
   * 1. ATNZ will establish an ATNZ Academic Committee that will provide guardianship and advice on all matters concerning the development and maintenance of educational delivery and academic quality, and on any other academic matters which may be referred to it. The Academic Committee will have oversight of ATNZ’s evaluative and self-assessment academic practice.
     2. The Academic Committee is the formal approval body for all new programmes or Type 2 changes to existing programmes exceeding 39 credits and of annual evaluative reviews of ATNZ programme delivery.
     3. The Academic Committee has anadvisory function over all other academic matters but any person fulfilling a specific role or exercising an authority under the *Academic Regulations* should consult the Academic Committee wherever practicable before exercising such an authority and must advise the Academic Committee of authorities and decisions exercised under the *Academic Regulations.*
     4. Membership of the Academic Committee will include:

|  |  |
| --- | --- |
| **Membership Category** | **Members** |
| Academic Leaders (Ex Officio) | Chief Executive  PTE Manager  Academic Manager (Chair)  Learner Administration and Support Manager |
| PTE Tutorial Staff | Minimum of 1 representative |
| Work-Based Learning Field Staff | Minimum of 2 representatives |
| Learners in Programmes of at least 12 months | Minimum of 1 representative |

* + 1. Representatives will be appointed through self-nomination and will be appointed for a term of one year. Where the number of nominees exceeds the minimum required places, the ex officio members of the Committee may appoint one or more of the nominees or may hold an election through the stakeholders that the representative would cover. There are no limits on the number of consecutive terms that a representative may serve.
    2. A quorum of more than 50% of the members is required to make any recommendation or decision of the Academic Committee.
    3. The Academic Committee shall meet at least 4 times per year. Meetings will normally be virtual. Discussions, decisions and recommendations may be determined by email or Teams Chat where required outside the meeting cycle or where a meeting is not practical to conduct.

1. Programme Development
   1. Strategic Relevance and Alignment
      1. All programme development should meet industry needs identified by WDCs, RSLGs and/or direct engagement with employers.
      2. All proposed new programme development must be aligned to ATNZ’s strategic plan.
      3. Proposed programme development must be approved and prioritised within ATNZ’s strategic and/or annual business plan or through specific approval. Minor development projects within existing approved budget and financial delegations may be approved by the Chief Executive but projects requiring additional budget must be supported by a business case and approved by the Board.
      4. Programmes should be developed to include work-based learning components and, where practical, to be supported through on-line content engagement.
      5. All programme development must include a clear focus on effective pedagogy for all learners, particularly Māori and other underserved learners, that supports relevance and excellence in delivery and retention and success for learners.
      6. Programme development should incorporate Te Ao Māori and Te Tiriti/Treaty of Waitangi dimensions appropriate to the context of the programme.
      7. ATNZ will seek to collaborate on programme development with other providers or to agree to the use of programmes or content developed by others where this is consistent with ATNZ strategy.
      8. Programme development should be aligned to future industry direction and skills needs.
   2. Development
      1. The relevant WDC will be consulted prior to development of any programme and the programme will be developed to align with any skill needs, skill standards or national curriculum advised by the WDC.
      2. Relevant industry associations will be consulted prior to or during the development of any programme. Input from relevant industry associations should inform programme design and content. This consultation may occur in conjunction with the relevant WDC.
      3. In the case of any Passive Fire Protection programme, the fire protection industry and the Fire Protection Association must be consulted prior to development commencing and programme design and content must reflect their input.
      4. Programme development should enable NZQF standards valued by industry and employers or any skill standards specified by WDCs for the qualification to be awarded.
      5. Programme development must be predicated on effective instructional design and learner progression to practical competence and confidence in a workplace setting.
      6. Where the involvement or resources of another programme owner are required for delivery of a proposed new or redeveloped programme, all arrangements with an external organisation or third party for the delivery of a programme of will be described in a formal agreement between the parties.
      7. Learning design will support a range of different delivery and learner styles and allow for early intervention in identifying learners at risk from non-completion.
      8. Programmes must be documented in a form acceptable to external endorsing or approval bodies including WDCs, NZQA, TEC and any Regulatory Body
      9. Any publicity in advance of all required approvals being obtained must include a “pending approval” notice.
      10. The availability of a programme/course must not be guaranteed until all required internal and external approvals have been obtained.
   3. Programme Approval and Accreditation – New and Changed Programmes
      1. No student may be enrolled onto a programme until all necessary approvals as outlined in this policy have been obtained.
      2. No Type 2 change to an existing programme may be implemented until approved by NZQA.
      3. All internal programme approval processes will adopt and apply NZQA and TEC criteria for the approval and accreditation of programmes.
      4. All new programmes and Type 2 changes to existing programmes exceeding 39 credits must be approved by the Academic Committee prior to being submitted for endorsement by a WDC or approval by a Regulatory Body, NZQA or TEC
      5. All new programmes and Type 2 changes to programmes of 39 credits or less, and Type 1 Changes for longer programmes, must be approved by the PTE Manager and reported to the Academic Committee.
   4. Programme Review
      1. Programmes will be reviewed annually in accordance with section 15 of these Regulations.
      2. It is expected that programmes will be updated within 6 months of any Programme Annual Evaluative Review that identifies changes to the programme are required to reflect changing industry practice, changes in qualification or NZQF standards or changes that will enhance the learning experience and outcomes of learners.
2. Withdrawal of Existing Programmes
   * 1. The Academic Committee should undertake an annual review of programmes as part of an annual evaluative review and make recommendations on any programmes that they believe should be withdrawn or redeveloped.
     2. Where a programme becomes obsolete and is to be withdrawn, a transition plan must be developed that ensures that learners still enrolled in the programme or who have discontinued study and may return at a later date to complete the programme are not materially disadvantaged.
     3. The PTE Manager is responsible for approving the withdrawal of programmes and the Transition Plan.
3. Approval of New Teaching Locations
   * 1. The Academic Committee will approve criteria to be adopted for the approval of new or temporary teaching locations. These must ensure that facilities provide an accessible environment that is conducive to quality learning, ensures the health, safety and wellbeing of learners and has adequate equipment available.
     2. All proposed new teaching locations must be approved in accordance with the procedures set out by NZQA where external approval is required.
4. Programme Delivery
   * 1. All ATNZ staff supporting learners will have the capability required to effectively support learners.

* Staff and contractors involved in tutoring activity will have capability in effectively engaging learners, adult education/training and qualifications and/or discipline experience above the level of the learners they are supporting.

In the case of any passive fire protection programme, the fire protection industry and the Fire Protection Association must be consulted prior to development commencing and programme design and content must reflect their input.

* Staff and contractors involved in assessment activity will have capability in effectively engaging learners, assessment practice and qualifications and/or discipline experience above the level that they are assessing.
* Staff and contractors involved in providing pastoral and/or learning support activity will have capability in effectively engaging learners, the support they are providing and awareness of the specialist support available.
  + 1. Tutors must ensure that learners are informed of current and proposed regulatory requirements relevant to their programme and their work practice as a graduate.

For clarity, learners in passive fire protection programmes, courses or units must be fully informed of relevant regulatory requirements affecting fire protection activity.

* + 1. Tutors delivering Programmes at Level 2 are required to hold the New Zealand Certificate in Adult Literacy and Numeracy Education Vocational/Workplace (Level 5) or equivalent qualification acceptable to the TEC.
    2. Tutors are responsible for ensuring that face to face and online tutorial activity is planned and delivered to effectively engage learners.
    3. Learning content and delivery will embed literacy and numeracy development for all learners. This should be contextualised to the programme or course content.
    4. Learner feedback will be sought and will inform evaluative reviews of programmes, courses and of staff.
    5. Programmes and courses will be delivered in accordance with the delivery described and approved in the Programme Document. In particular, this applies to modes of delivery that specify the number of learning hours to be ‘delivered’. In modes where the number of learning hours to be delivered is not specified, eg, online and work-based learning, programme documents must clearly explain the approach by which learning activity is mapped to the learning hours approved for the programme.
    6. Learning and assessment that requires learners to undertake prescribed electrical work under the Electricity Act 1992 and the Electricity (Safety) Regulations 2010 must be supervised by an Authorised Person as specified by these regulatory requirements. ATNZ will ensure that these supervisory requirements will be satisfied as part of the workplace capacity check required by section 8.5 of the ATNZ QMS System before entering into a Training Agreement with a learner and will require the verification of the Authorised Person for any assessment activity involving prescribed electrical work.
    7. The First Aid components of any programmes including first aid unit standards or content will be completed by enrolling ATNZ learners in publicly offered courses. ATNZ will ensure that any providers who deliver this training hold their own Consent to Assess, will directly report the unit standard outcomes to NZQA and will maintain all required assessment evidence under NZQA rules and Toitū te Waiora external moderation requirements.

1. Work-based Learning and Off-Site/Practical Work Component of Courses
   * 1. Work-Based and off-site components of programmes must be fully integrated into programmes and considered as part of approval processes
     2. Where programmes include work-based learning components and ATNZ is not the employer, ATNZ will undertake a check to ensure that the workplace provides a healthy and safe environment for the learner and one in which the learner will be able to complete the required learning. In such cases, ATNZ will provide clear guidance to learners on the obligations of ATNZ, obligations of the employer and a mechanism for raising and addressing any concerns of the learner in relation to the suitability of the workplace.
     3. The requirements for off-site activities and work-based learning must be clearly stated in all brochures and course information. The statement, where appropriate, will include an estimation of the costs and detail travel arrangements, clothing or equipment required including safety requisites.
     4. The PTE Manager is responsible for monitoring that work-based and off-site components of all programmes meet the requirements of these regulation.
2. Academic Contracts (inc. Sub-Contracting and Consortium Arrangements)
   * 1. This section does not apply to independent contractors engaged by ATNZ and effectively working under the direct day-to day management of ATNZ as if they were employed staff, whether this be in academic delivery or assessment roles.  
          
        Subject to review by NZQA, this section does also not apply to the employer in workplaces where work-based learning that is occurring within ATNZ programmes.
     2. All arrangements with an external organisation or third party for the delivery of learning and teaching activities (including sub-contracting and consortium arrangements) entered into by ATNZ must be described in a formal agreement between the parties involved.
     3. All arrangements with an external organisation or third party for the delivery of learning and teaching activities (including sub-contracting and consortium arrangements) must be established and approved in accordance with the requirements of NZQA and TEC.
3. Learning and Learner Support
   * 1. All learners will be assessed to identify literacy and numeracy ability and learning needs at the beginning of the programme. All learners on programmes at or below Level 4 will undertake this assessment through the Literacy and Numeracy for Adults Assessment Tool.
     2. Learners with lower levels of literacy and numeracy ability will be screened for specific learning disorders.
     3. Learners will be requested to declare any known disability that might impact learning at enrolment.
     4. ATNZ staff in roles that engage directly with learners will have received training in recognising disabilities and/or learning challenges and will refer any suspected undeclared disability or learning challenge to the Learning Support Manager and/or discuss this with the learner.
     5. An individual support plan will be developed for learners identified as having disability, learning challenges or specific learning disorders.
     6. Learning support will be available to all learners.
     7. Specialised learning support may be prioritised and allocated based on need and available resources. Where support can not be offered within available resources, ATNZ will ensure that the learner is referred to suitable external support.
4. Assessment and Moderation
   1. Assessment Policy
      1. Assessment must:

* measure learner achievement against the learning outcomes of the course or outcomes of the assessment standard in a valid and reliable approach;
* include opportunities for students to obtain formative feedback within their programme or course to support summative assessment;
* assist the development and progress of students’ learning during the programme or course;
* use assessment methods appropriate to the graduate outcomes of the programme, the learning outcomes of the course or the outcomes of the assessment standard.
* be in accordance with approved programme regulations and external regulatory or standard setting body requirements; and
* encourage original work and minimise the potential for plagiarism.
  + 1. Assessment should, wherever, possible be:
* holistic in nature so that a single piece of evidence may be applied to several learning outcomes, courses or NZQF standards
* use naturally occurring workplace evidence
  + 1. Assessment must be undertaken by assessors that have attained Unit Standard 4098 or equivalent training in standards based assessment and who have demonstrated their understanding and capability in assessment.
    2. The form of assessment should not disadvantage an otherwise competent learner. Any assessment may be conducted in oral or observational form where written assessment might disadvantage a learner, except where the outcome being assessed specifically requires written competency.
  1. Related Assessment Policy and Procedures
     1. Section 10 of the ATNZ Learner Regulations details requirements for ATNZ assessment policy and procedure. This forms part of these Academic Regulations.
     2. Section 13 of the ATNZ Learner Regulations details requirements for Misconduct in Assessment and the procedures that apply to this. This forms part of these Academic Regulations and includes requests for reconsideration of an assessment outcome.
     3. Section 21 of the ATNZ Learner regulations details requirements for Appeals. This applies to Appeals of assessment decisions and forms part of these Academic Regulations
  2. Assessor Management
     1. With the exception of assessment conducted within a block course by employees of Te Pūkenga, assessment in ATNZ will only be undertaken by ATNZ employees or independent contractors working under the direct management of ATNZ. For clarity, ATNZ will not utilise workplace or other third party assessors
     2. Assessment may only be undertaken by assessors that have attained unit standard 4098 or equivalent training in assessment practice and who have discipline expertise through qualifications/and or experience at a level higher than that being assessed.
     3. The scope of courses or NZQF standards that an assessor may be approved to conduct will be evaluated and determined by the Academic Manager. This may be for specific courses/standards or in a Domain to a specified level.
     4. The Academic Manager will ensure that a list of assessors and the scope of assessment that they staff are authorised to assess is maintained and that formal documentation is provided to assessors granting the authorisation to assess these courses, NZQF standards or Domains.
     5. ATNZ will recognise the scope of assessment provided to ATNZ assessors by Competenz on the date that this procedure comes into force and will authorise assessors on the basis of that recognition.
     6. New assessors will normally be initially authorised to assess only against a limited scope under a provisional authorisation.
     7. A provisional scope authorisation can be extended and/or confirmed by the Academic Manager after review and satisfactory moderation outcomes of a minimum of 3 assessments undertaken by the assessor.
     8. The authorised scope of any assessor may be suspended or withdrawn where ATNZ has concerns about the assessment practice of the assessor, their moderation outcomes, the outcome of complaints or appeals regarding their assessment practice or because they have not engaged sufficiently within ongoing professional development or moderation activity.
     9. ATNZ will ensure that course or NZQF standard assessments undertaken by an assessor without or outside their authorised scope are not released or reported to NZQA.

* 1. Assessor Development
     1. New assessors will be supported to obtain Unit Standard 4098 and will undertake internal training through ATNZ’s Best Assessor Practice training programme.
     2. New assessors will be issued with copied of ATNZ’s Assessment Handbook
     3. New assessors will undergo an induction and training programme under the mentoring of an experienced ATNZ assessor. This programme will ensure require the new assessor to observe a minimum of 10 assessments conducted by an authorised assessor and to undertake a minimum of 10 assessments under the supervision of an authorised assessor.
     4. New assessors must evidence their understanding of the provisions in the QMS Manual, Academic Regulations, Learner Regulations and these Procedures before being authorised to undertake assessment.
     5. Provisional assessment scope may only be given by the Academic Manager on evidence of the assessor having met the requirements of 11.4.4.
     6. Internal assessment practice training, workshops and peer moderation will be incorporated into ongoing practice workshops at which assessor attendance will be required. Initially, assessment practice workshops will be undertaken in every alternate fortnightly meeting of all Account Managers.
     7. ATNZ assessors will be supported and encouraged to participate in any external cluster moderation or development activities arranged by WDC’s.
  2. Reporting and Release of Assessment Results/Outcomes

Before completion data is provided to NZQA for NZQF standards or course results being finalised and released, the Registrar shall ensure that:

- the assessment has been undertaken by an assessor with the appropriate scope authorisation.

- the assessment conducted is against the appropriate version of the standard

- the NZQF standard and version against which the assessment was conducted had not expired.

* 1. Conduct of Assessment
     1. Assessment must be conducted in accordance with all parts of section 11 of these Academic Regulations and section 10 of the Learner Regulations. These provide an extensive framework for the conduct of assessment.
     2. Assessment must normally be conducted using the correct and pre-moderated version of the Assessment Guide provided of the specific learner enrolment through the Canvas Learning Management System. See 11.6.5 for an exception to this requirement.
     3. Where permitted in the Assessment Guide, assessors should consider evidence from the workshop environment including observed assessment, task or project evidence records, photographs and video of work undertaken by the learner, attestations of supervisors.
     4. All evidence and assessment records shall be submitted and maintained in the Canvas Learning Management System.
     5. In situations where the learner has workplace evidence that could be considered in demonstrating their competence in a course, NZQF standard or part of these, eg, in an RPL situation or where a learner has a portfolio of workplace evidence from project and task sheets, this evidence may considered as a valid alternative to the Assessment Guide. The Assessor should contact the Academic Manager to discuss and document an assessment approach and specific requirements.

Note that the approach and requirements determined by the Academic Manager may vary with the experience and capability of the particular assessor and the assessment may also be directed to a different assessor with more experience in undertaking existing evidence based assessment.

* + 1. Assessors must provide mark up, notes and other rationale sufficient to justify their assessment judgements. These shall be recorded on or with the assessment and retained in Canvas.
    2. Learners must be given clear feedback on their assessment and the rationale for the mark, judgement or outcome.

* 1. Assessment Appeals
     1. Learners must be advised of the process for appealing an assessment decision through:

- information in the Programme Handbook/Learner Information

- by the assessor when advising that a learner has not met the requirements of the assessment

* + 1. Appeal application forms will be available in the learner portal and must be provided to a learner by any ATNZ staff member if requested.
    2. Assessment Decision appeals will be received by the PTE Manager who will appoint a delegate to review the initial assessment. The delegate may be the Academic Manager or an experienced assessor.
    3. The outcome of the assessment decision appeal shall be provided to the learner in writing within 10 business days of the appeal being received.
  1. Moderation Policy
     1. Moderation must provide assurance that assessment is fair, valid and at the national standard, and that assessors are making accurate and consistent judgements about learner performance
     2. All assessments must be internally pre-moderated by an experienced assessor or group of such assessors independent of the assessment developer prior to being released to learners
     3. All assessments for NZQF standards must be moderated in accordance with the requirements of the appropriate Consent and Moderation Requirements (CMR) and/or external regulatory or standard setting body before and after being released to learners. This includes any requirement for external pre moderation of assessments before use.
     4. Assessors are required to seek peer moderation from an independent and qualified assessor of any learner assessment that is within 5% of the required pass mark for an achievement-based assessment or considered to be close to the minimum evidence requirement for a competency-based assessment before an assessment decision is communicated to the learner.
     5. Post-Assessment moderation should normally be conducted through peer moderation between assessors but the Academic Manager may appoint any suitably qualified and experienced person to complete moderation of any assessment.
     6. The Academic Manager shall develop and manage an Annual Moderation Plan for post assessment moderation that ensures internal post-assessment moderation is conducted over a range of assessment and assessors annually and that all assessment tools and assessors are moderated over a 4 year period.
     7. The Annual Moderation Plan must be approved by the Academic Committee.
     8. ATNZ will engage in any external moderation activity or provide any requested assessments for external moderation required by standard setting bodies.
     9. The outcomes of internal and external moderation shall be reported to and monitored by the Academic Committee.
  2. Moderation Procedures:

These procedures are intended to ensure that the policy level requirements for moderation detailed in Section 11.8 of the Academic Regulations are given effect.

***Moderation Capability***

* + 1. The Academic Manager will maintain a list of staff and contractors with expertise in moderation in disciplines relevant to ATNZ’s delivery and assessment models.
    2. A moderation training programme will be available to staff from 2023 for any staff who have not previously undertaken moderation training and who are required to undertake moderation or to facilitate/monitor peer moderation. This may be internal or available through external providers offering training and assessment against Unit Standard 11551 or equivalent.

***Pre-Moderation***

* + 1. All new assessments are to be pre moderated internally before use or being submitted to Hanga Aro Rau or relevant WDC under CMR requirements.
    2. The Academic Manager (or delegate) will maintain a plan or all assessments in development/redevelopment, the expected date that this will be ready for moderation and identifying the moderator/moderation process intended and the date when the moderation is expected to be completed.
    3. The pre-moderation process may be undertaken by a suitably capable moderator or through a peer moderation process facilitated or monitored by a suitably capable moderator.
    4. The Learning Designer who developed the assessment is to provide this directly to the nominated moderator and is responsible for following up and actioning any changes required to the assessment.
    5. A pre-moderation report will be completed using the approved pre-moderation form and all criteria are to me met before the assessment will be deemed to have met moderation requirements.
    6. No assessment shall be made available to learners until it has passed internal moderation and, where required by the CMR, external moderation by Hanga Aro Rau or relevant WDC.
    7. The Academic Manager will provide to the Academic Committee:

- a list of all assessments that have passed moderation requirements since the previous Academic committee meeting; and

- a brief summary of the outcome and feedback from any external pre-moderation undertaken by Hanga Aro Rau or relevant WDC.

***Post Assessment Moderation***

* + 1. The Academic Manager (or delegate) is to prepare a 4 Year and an Annual Moderation Plan for post assessment moderation that ensures:
* all assessment standards or courses assessed by ATNZ are moderated are over a 4 year period
* at least 2 assessments from every ATNZ assessor are moderated annually.
* at least 2 assessments from every new ATNZ assessor are moderated within the first 3 months of their first undertaking assessments.
  + 1. In each year, the Annual Plan should ensure that all assessments being used for the first time and approximately 25% of the assessment standards or courses delivered and at least 25% of the assessors used in that year have assessment items moderated.
    2. The plan should be informed by the assessment standard usage reporting from the NZQA quarterly report.
    3. The Academic Manager must ensure that the Annual plan is approved by the Academic Committee no later than their first meeting of each year.
    4. ATNZ’s goal in moderation is to enhance and ensure the consistency of our assessment practice.
    5. ATNZ believes that this is best achieved through peer moderation and wherever practical, this model should be adopted/encouraged. Moderation may also be undertaken through observation of assessment where the assessment involves observed assessment.
    6. A post-moderation report using the approved pre-moderation form will be completed for each post assessment moderation exercise undertaken. This report may cover multiple assessments or multiple assessors.
    7. The Academic Manager and/or Moderator will provide feedback to the Assessor on the outcomes of any post-assessment moderation except where the moderation was conducted through peer moderation and the feedback is provided within the moderation report.
    8. When an assessor or assessment is found to have not met moderation requirements, the Academic Manager will determine whether this should be addressed through informal coaching and guidance or through a more formal remedial action plan.
    9. Where 11.9.18 applies and the Academic Manager has determined that coaching and guidance is required, at least two further assessments from that assessor should be moderated within two months. Where a formal remedial action plan is initiated, the requirements for further moderation of the assessor shall be specified in that plan.
    10. The Academic Manager will provide to the Academic Committee at least annually:

- statistics on the number and outcomes of internal post-assessment moderations conducted

- the status of any remedial action plans

- reporting that outlines any significant trends, concerns or strengths in ATNZ’s practice

***External Moderation***

* + 1. The Academic Manager will ensure that an Assessment Plan indicating the assessment standards that ATNZ intends to assess in each year is provided to NZQA and/or Workforce Development Councils in the required timeframe and format annually.
    2. The Academic Manager will ensure that assessment samples provided for external moderation and/or assessors nominated to participate in cluster moderation are representative of assessment within ATNZ. The practice of selecting only high quality assessment samples for external moderation is not an acceptable practice.
    3. The Academic Manager is to ensure that all assessment samples called for external moderation are submitted in accordance with the moderation request.
    4. Where cluster moderation is required, the Academic Manager and PTE Manager will advise the manager of any required assessors of the moderation requirements. Managers must prioritise the release of assessors to attend required external moderation. The CEO will ultimately determine whether a particular assessor will attend an external moderation event where there is any disagreement as to whether an assessor can be released.
    5. Where an assessment/assessor provided for moderation by ATNZ is found to not meet external moderation requirements, the Academic Manager will determine whether the deficiency is systemic or an isolated issue relating to an individual assessment/assessor.
    6. Where it is believed to be systemic, the Academic Manager will establish a remedial action plan. This will then be implemented, monitored and closed out when the Academic manager believes that the issue has been adequately addressed.
    7. Where the issue is isolated, the provisions of 11.9.18 and 11.9.19 of these Academic Regulations should be applied.
    8. The Academic Manager will engage with any Workforce Development Council requirement for a remedial action plan or follow up actions and will ensure that the requirements of any such requirement are satisfied.
    9. The Academic Manager will provide to the Academic Committee at least annually a brief summary of the outcome and feedback from any external post moderation undertaken by Hanga Aro Rau or relevant Workforce Development Council.

1. Passes and grades
   1. Competency-Based Assessment

In courses or NZQF standards where a competency-based summative assessment system is used, results shall be specified as follows:

Code Meaning

A Achieved

NYA Not Yet Achieved

M Merit pass (where merit grading is available)

P Pass (where merit grading is available)\_

W Withdrawn from course

CT Credit transfer

X Exemption

* 1. Achievement-Based Assessment

In courses where grades are allocated according to the level of achievement, results shall be specified as a percentage, or as follows:

85% - 100% Distinction

75% - 84% Merit

50% - 74% Pass

0% - 49% Fail

This schedule may be varied through specification in Programme Regulations where a different minimum pass mark is stipulated.

* 1. Attendance only criteria

Attendance only criteria shall be specified as follows:

Grade Meaning

AO Attendance only (pass)

NC Did not complete the course (fail)

Note: This differs from AO in competency/grade assessment where AO is a fail.

* 1. Aegrotat Passes
     1. Aegrotat passes may only be awarded in courses where achievement-based assessment is used.
     2. Requirements for the consideration and granting of an aegrotat pass are provided in section 10.9 of the Learner Regulations.

1. Awards
   1. Entitlement to awards
      1. Learners shall only be granted an award for a programme in which they are enrolled, unless they have met the requirements for the programme through assessment of prior learning.
      2. Awards are granted on the successful completion of a programme.  The granting of awards shall be determined by the accumulation of the required number of credits at a defined level as specified in the relevant Programme Regulations.
      3. Learners who have met the requirements for the award of a qualification as defined in the relevant Programme Regulations may apply to be granted the qualification.
      4. All award applications will be subject to a validation process by the Registrar prior to the achievement being confirmed and reported externally.
      5. Where an award is subject to the requirements of an external authority, the requirements of that authority must be satisfied before an award can be granted.
      6. Learners must have paid (or made arrangements to pay and be adhering to those arrangements) all outstanding fees before they shall be deemed eligible to be granted an award and graduate.
      7. ATNZ may refuse to grant or may revoke any award if satisfied that a learner made any untrue or misleading statement or is guilty of any breach of regulations or dishonest practice in relation to the award (see section 13 of the Learner Regulations: Misconduct).
   2. Granting of awards for learners who are deceased

The following provisions apply if a learner who qualifies for an award dies before receiving the award:

* + 1. Where the Graduand has requested to receive the award before their death, the award shall be granted posthumously. This shall happen unless the candidate’s personal representative or next-of-kin has withdrawn the application; or
    2. In any other case, the Graduand’s personal representative or next-of-kin may apply for the award which shall then be granted.
  1. Certificates and Diploma Documents
     1. The learner’s legally documented name shall appear on parchments in accordance with ATNZ’s official records.
     2. Where learners wish to modify their name, they must provide appropriate evidence of the name change with their confirmation to graduate.
     3. Learners who wish to receive their certificate or diploma document written in Te Reo Māori must apply to the Registrar and this must be done at least two weeks before any scheduled graduation ceremony. Only one certificate or diploma document shall be issued per award, either in English or Te Reo Māori.  The name of the award being granted shall be printed on the certificate or diploma document as it was approved by NZQA.
     4. Awards shall be conferred in the following format:

|  |  |
| --- | --- |
| **Award** | **Parchment / statement** |
| ***Programme or Microcredential:*** | |
| Certificates, Diplomas  and Microcredentials | A document, in the form specified by NZQA and signed by the Chief Executive stating that the certificate, diploma or microcredential has been conferred. |
| ***Non formal programmes and courses:*** | |
| Certificate of Achievement  Certificate of Proficiency  Attendance Certificate | A statement, in appropriate form, signed by the PTE Manager (or specified delegate). |

* 1. Graduation ceremonies

Graduation ceremonies may take place for the ceremonial conferral of awards to learners. The Chief Executive shall approve the form and protocol for any graduation.

1. Managing Consistency
   * 1. ATNZ will engage and comply with NZQA’s requirements for “managing consistency” in relation to all New Zealand qualifications.
     2. Sufficient evidence will be collected and presented to NZQA to demonstrate that ATNZ is awarding New Zealand qualifications with validity and consistency.
     3. All graduates and employers of graduates will be surveyed to determine whether the learner developed the competence required by the qualification and by industry through completing the ATNZ programme.
2. Self-Assessment and Evaluative Review
   * 1. ATNZ will undertake continuous evaluative review over all academic matters. This shall include self-assessment, evaluation and a programme of continuous improvement.
     2. ATNZ will undertake self-assessment of all Applications and Programme Documents for new programmes prior to submitting to NZQA for approval.
     3. ATNZ will undertake annual self-assessment of the effectiveness of measures and compliance with the requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.
     4. An annual evaluative review will be completed for each programme or group of similar programmes and an action plan prepared for any improvements to be implemented in the following year.
     5. The Academic Committee will review annual evaluative reviews and action plans for each programme or group of programmes.
     6. The Academic Committee will undertake annual self- review of it’s own effectiveness and of academic matters in general including ATNZ’s Quality Management System.

**Amendment History**

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| Date of Change | Effective date | Details of Amendments |
| 21/11/2023 | 1/1/2024 | Minor changes to position titles, removing references to Training Schemes and accommodating NZQA approved microcredentials |
| 18/9/22 | 1/10/22 | Addition of new regulations 4.2.2, 7.1.2 and adding additional text to 7.1.1 to introduce consultation with industry associations in programme development, specific requirements for teaching staff involved in passive fire protection programmes and requirements for learners to be informed of regulatory requirements relevant to their programme |
| 13/10/22 | 1/11/22 | Addition of new regulation 7.1.8 to cover requirements for Authorised Persons to supervise prescribed electrical work in learning and assessment where required by Electrical Regulation. |
| 20/10/22 | 1/11/22 | Addition of new regulation 7.1.9 to specify requirements for providers of first aid training required in ATNZ programmes |