



Regulatory Framework for Quality Assurance

Encompassing the Toi Ohomai Institute of Technology Academic Regulations, Quality Management System, and Kaimahi and Ākonga Codes of Conduct.

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TOI-OHOMAI
Institute of Technology

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TOI OHOMAI INSTITUTE OF TECHNOLOGY REGULATORY FRAMEWORK

Introduction to the Regulatory Framework

This Regulatory Framework for Quality Assurance (Regulatory Framework) is made by the Council of Toi Ohomai Institute of Technology (the Council) pursuant to the Education and Training Act 2020 and subsequent amendments. It sets out the rules, regulations and policies by which Toi Ohomai Institute of Technology (Toi Ohomai or the Institute) assures its compliance with its legislative requirements. The Regulatory Framework aligns with the values of Toi Ohomai.

Structure of the Regulatory Framework

The Regulatory Framework is set out as follows:

Part 1: Academic Governance

Explains how academic and organisational decisions are made at the Institute.

Part 2: Quality Management System (QMS)

Describes the academic and business policies that provides quality assurance, legal compliance, and alignment with the Education Act and New Zealand Qualification Authority (NZQA) rules.

Part 3: Academic Regulations

Covers key academic rules like enrolment, attendance, assessments, academic progress, misconduct, results, and graduation.

Part 4: Ākonga Code of Conduct

Outlines expected ākonga behaviour, discipline processes, and how to appeal academic decisions.

Part 5: Ākonga Code of Rights

Lists the rights ākonga can expect while studying at Toi Ohomai.

Part 6: Kaimahi Code of Conduct

Sets out expected behaviour for kaimahi.

Part 7: Definitions and Terms

Provides explanations of key terms used throughout the Institute's documents.

Purpose of the Regulatory Framework

- (1) The purpose of this Regulatory Framework is to formally establish the regulations, principles, and systems by which the academic and organisational governance, management, quality assurance and business processes of the Institute operate.
- (2) It assures compliance with the legislative environment and describes expectations for kaimahi and ākonga conduct at Toi Ohomai.

Scope of the Regulatory Framework

- (1) Except where noted under (2) Exclusions, the Toi Ohomai Regulatory Framework for Quality Assurance applies to all ākonga and kaimahi and to all learning, teaching, rangahau, research, and support activities delivered by and on behalf of Toi Ohomai. Additional regulations may apply and are detailed in Programme Regulations.
- (2) **Exclusions:** *Programmes approved by NZQA as Te Pūkenga Unified Programmes will adhere to Te Kawa Maioorooro Educational Regulatory Framework. Additional regulations may apply and are detailed in Programme Regulations.*
- (3) The Regulatory Framework is consistent with relevant New Zealand legislation. In the event of any inconsistency between the Regulatory Framework and legislation, the relevant legislative provisions prevail in regard to that inconsistency.
- (4) Waivers or one-off variations to provisions of the Regulatory Framework, and any inconsistencies with other regulatory or policy frameworks are decided by Academic Committee, considering the best interests of ākonga. Any provisions that are mandated by an external regulatory body, New Zealand legislation, or the New Zealand Qualifications Authority (NZQA) cannot be waived.
- (5) This Regulatory Framework is governed and approved by Council.
- (6) Toi Ohomai reserves the right to change its policies, procedures, and regulations at any time.
- (7) Any such changes that affect ākonga and/or learning and delivery activities are included in published programme information and/or notified to all ākonga and kaimahi affected by the change.
- (8) The electronic version of Regulatory Framework is the approved version and is available on the Toi Ohomai website.
- (9) These Academic Regulations cover programmes for which formal and non-formal awards may be granted.
- (10) Where there is a conflict between the Academic Regulations and specific programme regulations, the programme regulations will prevail. Breaches of the Academic Regulations, programme regulations or any associated academic policies will be dealt with using the Discipline and Academic Appeals Procedures.

Interpretation

In this Regulatory Framework:

- (1) Any reference to Toi Ohomai means Toi Ohomai Institute of Technology.
- (2) Any reference to the Regulatory Framework means the Toi Ohomai Regulatory Framework for Quality Assurance.
- (3) The terms 'programme' and 'product' include all forms of education and training at Toi Ohomai.

- (4) Defined terms are set out in Part 7 of this framework.
- (5) Any reference to gender includes all genders, and a reference to the singular includes the plural and vice versa.
- (6) Unless the context otherwise requires, references to Parts and provisions are references to Parts and provisions in this framework.
- (7) Except where defined in this regulatory framework or where it is inconsistent with the context, words used mean the same as set out in s10 of the Education and Training Act 2020.

Reference Documents

- i Education and Training Act 2020.
- ii Education and Training (Vocational Education and Training System) Amendment Act 2025.
- iii Council Appointment Statute.
- iv Toi Ohomai Council Standing Orders.
- v Toi Ohomai Academic Committees Handbook.
- vi NZQA Requirements for Approval and Accreditation of Programmes and Qualifications.
- vii Education (Pastoral Care of Tertiary and International Ākonga Learners) Code of Practice 2021.

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PART 1 - ACADEMIC GOVERNANCE

General

This section outlines the principles, structures, and processes that guide academic decision-making at Toi Ohomai. It ensures that academic governance is transparent, inclusive, and aligned with our commitment to excellence, equity, and Te Tiriti o Waitangi.

1.1 Organising Principles

Academic quality and institutional integrity will be managed in accordance with external regulatory standards and relevant statutory requirements.

1. Quality Management System (QMS)

- a. The Institute will establish a Quality Management System (QMS). Academic policies are approved by the Academic Committee to ensure there are comprehensive, empowering, and coherent policies in place to enable effective governance and management of all operational aspects that impact teaching, ākonga learning, kaimahi and ākonga research, conferral of awards and academic services.
- b. Business policies are approved by the Executive Leadership Team to ensure there are comprehensive and coherent policies that enable effective management of all aspects of business operations.

2. Requirements of Policies

- (1) Policies govern the specific operation of an organisation. A policy may not be required when there is existing legislation governing operations. A policy may be required:
 - a. when there is a change in legislation or regulatory policy.
 - b. when there has been an increase in accidents or incidents of legislative non-compliance.
 - c. when several kaimahi require clarification on the same matter.
 - d. when there is confusion amongst kaimahi.
 - e. when there is inconsistency in performance.
 - f. when there is an increase in ākonga/stakeholder complaints.
 - g. where it is deemed a policy would support the Institute in its core business; or
 - h. where a policy would assist the Institute to operate more effectively.
- (2) All policies within the QMS will be developed with appropriate representation and active participation of stakeholders, for the purposes of:
 - a. determining the degree to which stakeholder needs are identified and met.
 - b. considering the views and interests of all affected stakeholders.
 - c. responding to trends and developments in the wider community; and
 - d. reflecting Toi Ohomai values.

- (3) All policies will:
- a. be developed through meaningful consultation with relevant kaimahi, ākonga and other stakeholders as appropriate.
 - b. ensure there is no unintended bias.
 - c. be written in plain English.
 - d. establish ownership and accountability for implementation.
 - e. be current and subject to periodic review.
 - f. be supported by comprehensive procedures.

Policy and procedures included in the QMS will reflect need good policy practice and regard for the values of Toi Ohomai.

3. Intended Outcomes

The outcomes intended to be achieved through the establishment of the principles and systems in this Regulatory Framework are set out below.

4. Academic Quality Outcomes

- a. Ākonga who successfully complete their studies and achieve qualifications relevant to their career aspirations.
- b. Kainga who are socially engaged and able to work with proficiency in culturally complex environments and in a global context.
- c. Ākonga who gain employment relevant to the qualification they studied and/or who are successful in future study.
- d. Industry relevant qualifications that maintain currency.
- e. Programmes of study that are academically robust, applied, and practical, sustainable, and technically, professionally, honour Te Tiriti o Waitangi, nationally and internationally relevant.
- f. Applied research that adds value to the Institute and/or its stakeholders.
- g. Rigorous evidence-based self-assessment that is used to inform Institute development and quality enhancement.

5. Institute Outcomes

- a. Legislative compliance.
- b. Cultural responsiveness – establishing and maintaining valued and empowering relationships with ākonga, iwi and all other Institute partners.
- c. Financial sustainability.
- d. Kaimahi competence, performance, and wellbeing.
- e. Organisational health and safety.
- f. Risk management.
- g. Reputation.
- h. Responsiveness to the Tertiary Education Strategy (TES)
- i. Strategic alignment with the needs of the Bay of Plenty and South Waikato regions and Aotearoa New Zealand.

1.2 Governance and Management

This Regulatory Framework outlines the principles, structures, and processes that guide academic decision-making at Toi Ohomai. It ensures that academic governance is transparent, inclusive, and aligned with our commitment to excellence, equity, and Te Tiriti o Waitangi.

1. Principles of Academic Governance

Academic decision-making at Toi Ohomai is guided by the following principles:

- Te Tiriti o Waitangi Partnership: Upholding the mana of tangata whenua through co-governance, kaupapa Māori approaches, and recognition of mātauranga Māori.
- Ākonga-Centredness: Decisions prioritise the success, wellbeing, and voice of ākonga.
- Academic Integrity and Quality: Ensuring rigour, fairness, and continuous improvement in teaching, learning, and assessment.
- Collaboration and Transparency: Academic decisions are made through inclusive consultation and clear communication.
- Innovation and Responsiveness: Governance supports flexible, future-focused learning and teaching.
- Data-Informed Practice: Academic decisions are guided by evidence, including learner outcomes, engagement data, and quality assurance metrics.

2. Council

- a. Toi Ohomai is governed by a Council with membership as established under Subpart 4 – Polytechnics, of the Education and Training (Vocational Education and Training System) Amendment Act 2025.
- b. In accordance with Section 321 of the same Act, when performing its functions or exercising its powers, the council of Toi Ohomai must—
 - consider the need to collaborate with other polytechnics to use resources effectively, to avoid duplicating effort, and to identify opportunities for sharing services; and
 - be responsive to industry and community needs, including skills shortages; and
 - ensure that Toi Ohomai operates in a way that allows the development of meaningful relationships and to engage with communities at a local level, including industries, Māori employers, hapū and iwi, and Pacific communities.

3. Accountability

Council members are accountable to the Minister of Education with respect to fulfilling their statutory responsibilities.

4. Responsibility

- a. The Toi Ohomai Council is responsible for ensuring the Institute operates within legislative requirements including, but not limited to, those imposed by the Education and Training Act 2020, the Employment Relations Act 2000, the Public Service Act 2020, the Public Finance Act 1989, the Health and Safety at Work Act 2015, and any amendments to these acts (such as the Education and Training (Vocational Education and Training System) Amendment Act 2025), as well as the requirements of the Auditor General and the rules of the New Zealand Qualifications Authority (NZQA).
- b. The Council membership, terms of reference, appointment procedures and code of conduct are set out in the Council Standing Orders.

5. Delegations

As outlined in the Toi Ohomai Delegations Manual, the Council delegates the implementation of this Regulatory Framework, its underpinning Academic Regulations, Quality Management System, and the management of the operational, planning, academic and administrative functions of the Institute, to the Chief Executive and the Institute's Executive Leadership Team.

6. Academic Committee

- a. Council has an Academic Committee which is responsible for ensuring appropriate systems are established, implemented, and monitored to manage the programme portfolio, the integrity of awards and qualifications, and the academic quality and processes at Toi Ohomai.
- b. The powers and functions of the Academic Committee are to advise Council on matters relating to programmes of study or training, qualifications, and other academic matters, and to exercise the following powers hereby delegated by the Council, in particular to:
 - i. the development and periodic review of the Academic Regulations.
 - ii. the development, conduct and quality standards of research.
 - iii. the development of appropriate operating procedures related to academic matters.
 - iv. the establishment of the committee (refer to section 1.2 d.)
 - v. establishing regulations for the granting of qualifications.
 - vi. the introduction of new programmes and deletion of other programmes.
 - vii. performance evaluation against stated educational goals.
 - viii. other such matters assigned by the Chief Executive.
- c. The Chairperson of the Academic Committee will be the Chief Executive, who will have the right to appoint members, determine periods of membership and set procedures for the operation of the Academic Committee, as outlined in the Academic Committees Handbook.
- d. Membership of the Academic Committee will be approved by the Chairperson on an annual basis and will comprise representatives of key stakeholders, including kaimahi. Members will be appointed with respect for ensuring that appropriate knowledge informs and adds value to decision-making. Additional members may be co-opted by the Committee, as necessary, for a defined period or specific purpose.

1.3 Academic Strategy

The Council will establish the Institute's strategic direction and Executive Leadership Team will formulate an academic strategy that will align with the Institute's direction.

Toi Ohomai has an equal responsibility to genuinely partner with Māori to ensure the education system delivers with, and for, Māori. For Toi Ohomai this means:

- Embedding a commitment to Te Tiriti o Waitangi in organisational policy and practices.
- Embedding equity for Māori learners in the culture, delivery, and outcomes across the whole of Toi Ohomai.
- Interrogating governance and leadership decisions for their ability to transform the status quo and deliver equitable outcomes for Māori.

1.4 Qualifications and Programmes of Study

1. Portfolio Management

- (1) The qualifications and/or programmes of study will be approved by the Academic Committee under delegated authority from the Council.
- (2) All changes to the programme portfolio will be supported by a business case/needs analysis with evidence of equity and demand, as well as the impact and strategic alignment with Institute priorities and regional/national needs.
- (3) Where addition of a qualification/programme of study is in an entirely new strategic direction for the Institute, it will be approved by the Council.
- (4) Removal of qualifications/programmes of study from the academic programme portfolio that do not change the strategic direction of the Institute will be approved by Academic Committee.
- (5) Where removal of qualifications/programmes of study results in a change of the Institute's strategic direction, Council approval will be required.

2. Qualifications/Programmes of Study

- (1) Programmes and qualifications offered by Toi Ohomai will comply with NZQA rules, regulations, and standards and, where required, will be approved by NZQA and listed in the New Zealand Qualifications and Credentials Framework (NZQCF).
- (2) Qualifications will be defined by:
 - Qualification/award type.
 - Level.
 - Credits.
 - Strategic outcome statement, including employment and/or academic pathway.
 - Links to other qualifications; and
 - A programme of study that sets out what a ākonga must do and achieve to gain the qualification/award.
- (3) Qualification, programme, and course credits will be allocated to courses on the basis of one credit for each notional 10 hours of ākonga learning or 1/120 of a notional Equivalent Full EF-time Ākonga (EFTS) as per the NZQCF.

- (4) All courses and programmes shall be classified at levels 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10 according to the NZQCF and be classified against the New Zealand Standard Classification of Education (NZSCED).
- (5) Awards of Toi Ohomai may be formal or non-formal.

1.5 Conferring of Awards

- (1) The Toi Ohomai Council has the power to confer all Toi Ohomai degrees, graduate, and postgraduate awards, and award all diploma and certificate qualifications approved and accredited by NZQA.
- (2) The Institute's seal will be affixed to the approved parchments for all formal qualifications awarded by Toi Ohomai.

PART 2 – QUALITY MANAGEMENT SYSTEM

2.1 QMS – Academic

- (1) The academic policies and procedures within the Quality Management System (QMS) govern the academic matters of the Institute to ensure ākonga and institutional outcomes are met.
- (2) The QMS ensures that Toi Ohomai is compliant with legislative requirements and meets obligations and national standards required by key stakeholders, particularly NZQA, the Ministry of Education (MoE) and the Tertiary Education Commission (TEC).
- (3) Policies and procedures set out in the QMS – Academic will:
 - a. Facilitate the design and development of curricula, and teaching and assessment resources that support applied learning and the achievement of intended outcomes.
 - b. Enable smooth progression through the ākonga lifecycle.
 - c. Ensure quality, relevance and viability of programmes delivered.
 - d. Ensure validity, reliability, and fairness of assessments.
 - e. Ensure legislative requirements and compliance are met.
 - f. Ensure transparency and accuracy of internal and external reporting.
 - g. Align with institutional commitments to cultural responsiveness and those in the Toi Ohomai Strategic Intent and Investment Plan.
 - h. Include ākonga participation in decision-making.
 - i. Address the diverse needs and circumstances of the ākonga population; and
 - j. Ensure the principles of the Te Tiriti o Waitangi are reflected in educational practice.

2.1.1 Academic Quality Outcomes

Ākonga Outcomes

(1) Ākonga Achievement

- a. Ākonga achievement includes facilitating achievement of applied, technical and professional qualifications that enable graduates to:
 - Gain employment.
 - Be digitally competent.
 - Progress to further study.
 - Be socially engaged and responsible citizens/or become active citizens.
 - Be culturally responsive and able to work with people from a range of cultures; and
 - Apply sustainability principles.
- b. The QMS will contain policy and procedures that support implementation of measures of success including:
 - Ākonga completing courses and qualifications.
 - Ākonga satisfied with their learning experience.
 - Ākonga gaining employment and/or success in their further study.

(2) Learning and Teaching

QMS policy and procedures will ensure learning and teaching activities, including those associated with research and advanced scholarship, are designed in accordance with relevant policies and processes to:

- a. Supports educational achievement.
- b. Foster ākonga engagement.
- c. Prepare ākonga for employment and/or educational pathways; and
- d. Ensure kaimahi have appropriate sets of skills and knowledge to facilitate and support ākonga learning and acknowledge the Treaty of Waitangi.

(3) Ākonga Support

- a. QMS policy and procedures will ensure the availability of accessible, effective and culturally appropriate information relevant to ākonga study, academic material, and required study and pastoral assistance to support academic achievement.
- b. QMS policies and procedures will ensure mechanisms are in place to enable ākonga to advocate for their rights and have access for advocacy support when required.
- c. QMS policies and procedures will ensure compliance with NZQA requirements and requirements of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

2.1.2 Institute Outcomes

(1) Institute Success

The QMS will contain policy and procedures that support implementation of institutional success measures including:

- Achievement of the highest level of recognition of academic quality as defined by Toi Ohomai, in alignment with NZQA, TEC and other regulatory bodies.
- Strong community engagement by kaimahi and ākonga.
- Employer satisfaction with graduates and programmes offered.
- Iwi and stakeholder satisfaction with institutional relationships; and
- Research programme aligned to industry, professional and regional needs.

(2) Stakeholder Engagement

The QMS will contain policies and procedures requiring all organisational units and teaching teams to engage with stakeholders to obtain feedback and/or advice to inform decisions relating to academic developments and experiences, as appropriate.

(3) Ethical Practice in Research

The QMS will establish policies and procedures to ensure research conducted by kaimahi and ākonga is valid, culturally safe, ethical, approved, and managed.

(4) Self-assessment

- a. The QMS will ensure **policy** and procedures are in place to support self-assessment using evidence-based evaluation. These systems will extend to the validation and moderation of assessment and assessment outcomes.

- b. Self-assessment and evaluation will be evidence-based and will use agreed performance measures. Processes used will include stakeholder feedback and evaluative input from those involved in the development and delivery of the initiative.
- c. Reports of self-assessment and evaluative activity will be received and considered by the Academic Committee and/or its subcommittees, who will be responsible for ensuring recommendations for improvements in resourcing or practice are implemented.

2.1.3 Framework for Academic Policies in the QMS

The Quality Management System encompasses a number of strategic and academic focus areas, as outlined below, for which relevant policies and procedures have been developed and approved by the Toi Ohomai Academic Committee:

- Qualification/programme portfolio planning and development.
- Qualification/programme approval, design, development, and review.
- Programme delivery, teaching, and assessment.
- Ākonga admission, enrolment, information, guidance, and support.
- Recognition of ākonga achievement.
- Ākonga and kaimahi research.
- Community relationships, partnerships, and collaborations; and
- Continuous Quality Improvement.

2.2 QMS - Business

The Business policies and procedures in the QMS govern the business matters of the Institute. Policies and procedures set out in the QMS - Business will enable Toi Ohomai to be:

- Financially sustainable.
- A good employer.
- Fiscally responsible.
- Able to actively pursue principles of sustainable practice; and
- Compliant with relevant legislation relating to, but not limited to, health and safety, public finance, privacy, copyright, and intellectual property.

2.2.1 Framework for Business Policies and Procedures in the QMS

The Executive Leadership Team will be responsible for approving business policies contained in the QMS to enable effective management of all aspects of business operations including:

- Strategic, investment and business planning.
- Budgeting and financial management.
- Records management, intellectual property, and copyright.
- People, Culture and Wellbeing.
- Digital Information systems.
- Facilities and asset management.
- Health and safety; and
- Assessment and management of risk.

PART 3 – ACADEMIC REGULATIONS

Section 1: Enrolment

General

Toi Ohomai aims to enable broad access to its learning and delivery and is committed to providing barrier-free access and enrolment processes to all ākonga, and in particular to Māori, Pacific, Disabled, and other priority equity groups.

1A Enquiries, Information, and Identity Verification

This section applies to all ākonga enrolling or intending to enrol at Toi Ohomai.

1.1 Information

Toi Ohomai provides prospective ākonga with complete and accurate information, to help them make well-informed decisions about study and training, including:

- a. Programme information;
- b. Programme regulations;
- c. Fees and course-related costs;
- d. Delivery mode(s);
- e. Entry requirements and selection processes;
- f. Additional programme requirements where applicable, e.g., Police vetting; Ministry of Justice checks, drug testing; health checks;
- g. Opportunities for recognition of prior knowledge and skills;
- h. Ākonga support services;
- i. Further education or training pathways and employment options;
- j. How to withdraw from or defer study or take a leave of absence from a training agreement, including financial and other implications;
- k. Additional information as stated in the [Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021 \(Education Code of Practice\)](#) and/or the [Code of Good Practice for New Zealand Apprenticeships 2023](#).

1.2 Application and Enrolment Support

Toi Ohomai is committed to an enrolment process that is timely, equitable, and characterised by good communication, and provides prospective ākonga with appropriate support through the application and enrolment processes.

1.3 Advice about Recognition of Knowledge and Skills

At the time ākonga apply, Toi Ohomai provides information on how knowledge and skills previously gained in formal and informal settings may be recognised, how to apply for recognition of knowledge and skills, and the recognition process.

1.4 Verification of Identity and Eligibility

- (1) Toi Ohomai verifies ākonga identity and eligibility in accordance with current Tertiary Education Commission (TEC) Funding Conditions¹.

¹ Refer Funding Conditions Catalogue for current year on [TEC website](#)

- (2) Ākonga who have changed their name provide one or more of the following as applicable:
 - a. Marriage Certificate or Civil Union Certificate
 - b. Dissolution of Marriage Certificate
 - c. Name Change Certificate (for ākonga whose births are not registered in New Zealand)
 - d. Statutory Declaration as issued by the Registrar of Births, Deaths, and Marriages
 - e. Birth Certificate

1B Application for Ākonga Domestic

This section is about the application process for ākonga Domestic (domestic learners). For ākonga international, refer to section 1E.

1.5 Admission and Entry Requirements

- (1) Admission and entry requirements include general admission requirements, English language requirements, and any additional requirements as set out in the programme regulations.
- (2) General admission provisions include:
 - a. Open Entry – no academic achievement is required.
 - b. Standard Admission – ākonga meet the requirements detailed in the programme regulations.
 - c. Discretionary Admission – Any ākonga who is not yet 20 years of age and has not reached the Standard Admission requirements for their intended programme may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority focuses on ākonga level of preparedness for their intended programme.
 - d. Special Admission – Any ākonga who is 20 years of age or older and has not reached the Standard Admission requirements for their intended programme is eligible for Special Admission. Toi Ohomai works with ākonga to ensure they are prepared for their intended programme.
- (3) Ākonga for whom English, te reo Māori, or New Zealand Sign Language is not a first language provide acceptable evidence that they have the necessary English language proficiency.
- (4) Additional entry and selection criteria may apply and are identified in the programme regulations.
- (5) When ākonga with a history of repeated enrolments followed by withdrawal, non-completion, or unsuccessful completion apply to enrol, Toi Ohomai works with them to ensure that their intended study has a reasonable chance of success, or an alternative enrolment option may be proposed (refer to 1.8) or the application may be declined (refer to 1.15).

1.6 Application Documentation

- (1) Ākonga provide a complete and accurate application and all necessary supporting evidence and documentation. Providing incomplete or inaccurate information or evidence may result in an application being declined or enrolment being cancelled.
- (2) The following types of evidence may be required:
 - a. Previous qualifications (e.g., qualification certificate or academic record)
 - b. Police Vetting application form

- c. Children's Act Safety Check
 - d. Ministry of Justice Criminal Conviction History Request application
 - e. References or referee contact details
 - f. Health declaration
 - g. Criminal declaration
 - h. Any other programme-specific requirements
- (3) Toi Ohomai verifies ākonga identity as specified in 1.4.

1.7 Ākonga under 16 Years of Age

- (1) Applications from ākonga who are 15 years old on the programme start date require an Early Leaving Exemption from the Ministry of Education and the support of a parent/guardian/caregiver, in accordance with s39 of the Education and Training Act 2020.
- (2) To accept an application from ākonga who are 15 years old, the delegated authority confirms that such ākonga have an Early Leaving Exemption from the Ministry of Education and are capable of successfully completing the intended programme.
- (3) Ākonga applying for a Secondary Tertiary Partnership (STP) Arrangement, e.g., STAR, Trades Academy, Vocational Pathways, and other youth pathway initiatives, require support from their secondary school principal and do not need an Early Leaving Exemption certificate.
- (4) Applications for enrolment from ākonga under 15 years of age require a 3-way agreement between the ākonga, their school, and Toi Ohomai, and the approval of the delegated authority in accordance with s52 of the Education and Training Act 2020.

1.8 Alternative Enrolment Options

- (1) If ākonga do not meet the entry requirements for their intended programme, Toi Ohomai may offer alternative pathways or programmes. Ākonga need to meet the entry requirements of the alternative programme (refer to 1.5).
- (2) If their intended programme is full or becomes unavailable, Toi Ohomai advises ākonga if the intended programme or course(s) within a programme is available at another location or in another delivery mode. If ākonga agree, they confirm in writing and Toi Ohomai assists them to transfer or modify their application.

1.9 Limits on Enrolments and Waitlisting

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

1.10 Application Acknowledgement and Offer of Place

- (1) Toi Ohomai acknowledges receipt of applications as soon as possible and advises ākonga promptly and clearly about the outcome of their application.
- (2) If successful, ākonga are sent an Offer of Place (or confirmation) for their programme.

- (3) As soon as practicable, ākonga are provided with key information on their programme, including:
 - a. Key programme dates
 - b. Date(s) for withdrawal without financial implications
 - c. Date(s) for withdrawal without implications for ākonga academic record
 - d. Tuition fees, ākonga services levies, payment options and due dates, and information about any course-related costs
 - e. Provisional timetable information
 - f. Links to information required for compliance with the Education Code of Practice.
- (4) If information is not available at the time of application, Toi Ohomai follows up with the remaining information as soon as practicable so that ākonga are well-informed before the programme start date.

1C Enrolment for Ākonga Domestic

This section is about enrolment and payment for ākonga Domestic (domestic learners). For ākonga International, refer to 1E.

1.11 Acceptance of Offer

To be enrolled into their intended programme, ākonga accept the Offer of Place in writing (e.g., electronic acceptance, text, email, signature, as applicable) by the specified due date or their place may be offered to waitlisted ākonga.

1.12 Payment

- (1) Ākonga are liable for all fees related to their enrolment unless a fee waiver has been approved by the delegated authority.
- (2) By confirming their intention to study, ākonga undertake to pay or make arrangements to pay (e.g., by applying for StudyLink) their tuition fees, course-related costs, and any other applicable fees in full prior to the programme start date.
- (3) Ākonga follow the procedures relating to fees and resolving issues in relation to fees as set out in the relevant Fees & Refunds procedures.

1.13 Late Enrolment

- (1) Ākonga can be accepted for late enrolment by the delegated authority up to ten working days or 10 per cent of the course duration (whichever is the lesser). In making the decision, a desire to be flexible is balanced against the likelihood of ākonga success following late enrolment.
- (2) To be accepted for late enrolment, ākonga need to have completed the application and enrolment process and paid any fees.
- (3) Ākonga are advised of the implications of a late start and confirm in writing that they have been advised:
 - a. of course requirements, expectations, and any other relevant information applicable to a late start; and
 - b. that the regular withdrawal date applies and ākonga are not entitled to a refund if they withdraw after this date.

1.14 Transfer of Enrolment

- (1) Subject to availability, ākonga may transfer their enrolment between programmes; courses on a programme; campuses/sites; or delivery modes, normally within 10

working days of the new course/programme start date or 10 per cent of the course duration (whichever is the lesser) with the approval of the delegated authority.

- (2) Ākonga completes any additional documentation required to transfer, including meeting any differing entry requirements.
- (3) Ākonga are advised of the implications of a transfer and confirm in writing that they have been advised:
 - a. of course requirements, expectations, and any other relevant information applicable to the transfer; and
 - b. that the regular withdrawal deadline applies and ākonga are not entitled to a refund if they withdraw after this deadline.

1.15 Refusal or Cancellation of Enrolment

- (1) Toi Ohomai may refuse to enrol or may cancel the enrolment of ākonga in accordance with s255(5) of the Education and Training Act 2020. The delegated authority may refuse to enrol or may cancel the enrolment of ākonga who:
 - a. have breached any policies or regulations of Toi Ohomai or the conditions of their Training Agreement; or
 - b. have a history of unpaid debt with Toi Ohomai; or
 - c. have a history of repeated enrolments followed by withdrawal, non-completion, or unsuccessful completion.

1D Withdrawals and Refunds for Ākonga Domestic

This section refers to the 'withdrawal period,' which is normally the lesser of one month (30 days) from the start date or 10 per cent of the duration of a programme, or a course within the programme. Other withdrawal timeframes may apply, refer 1.22.

1.16 Advice for Ākonga on Implications of Withdrawal

- (1) Toi Ohomai advises ākonga contemplating withdrawal about possible consequences for loans and allowances, their academic record, and implications for those planning to enter professions governed by professional regulations. Wherever possible, support is provided to ākonga to avoid withdrawal. Toi Ohomai recognises that, in some cases, withdrawal may be the appropriate option.

1.17 No-show

- (1) If ākonga do not attend or otherwise engage within the withdrawal without penalty period (except waitlisted programmes) and do not respond to any communications, the delegated authority may cancel their enrolment.
- (2) For waitlisted courses or programmes, ākonga may be treated as a no-show on the third working day following the start date of the programme or course, or after three attempted contacts, to allow waitlisted ākonga to join the programme.
- (3) No academic record is created for no-show ākonga.
- (4) The tuition fees of ākonga who do not attend within the withdrawal period of their programme/course are refunded (if applicable) to the person or organisation that paid their fees.

1.18 Withdrawal within the Withdrawal Period

- (1) Ākonga may withdraw within the withdrawal period without financial or academic disadvantage.

- (2) If ākonga withdraw from their first-course enrolment(s) in a multi-course programme, the withdrawal request is assumed to also apply to the second and subsequent course enrolments, unless ākonga advise otherwise.

1.19 Withdrawal after the Withdrawal Period

- (1) If ākonga withdraw after the withdrawal period, they are not entitled to any refund, unless they can prove to the delegated authority that they were affected by exceptional circumstances (refer to 1.23).
- (2) If ākonga withdraw after the withdrawal period, a 'Withdrawn' (WD) grade is recorded on their academic record.

1.20 Withdrawal after 80 per cent of Course Duration

- (1) If ākonga withdraw after 80 per cent of the course duration, a Did Not Complete (DNC) grade is recorded on their academic record.
- (2) If ākonga cease to attend or participate and cannot be contacted, a Did Not Complete grade is recorded for the relevant courses.

1.21 Withdrawal by Toi Ohomai of Disengaged Ākonga

- (1) Where ākonga have disengaged after the withdrawal period and have not responded to reasonable attempts to contact them, the delegated authority may treat their non-engagement as a withdrawal and withdraw them on their behalf.
- (2) Toi Ohomai makes at least three attempts to contact ākonga who have disengaged before withdrawing their enrolment.
- (3) Toi Ohomai notifies ākonga in writing that their enrolment has been withdrawn on their behalf and advises the person or organisation that paid the fees. Ākonga remain liable for fees except with the approval of the delegated authority.
- (4) Ākonga receive Withdrawn grades or Did Not Complete grades, as applicable (refer 1.19 and 1.20).

1.22 Other Withdrawals

- (1) Ākonga enrolled in a short course may withdraw without financial penalty until the start date.
- (2) Ākonga enrolled in a micro-credential may withdraw without financial penalty until 10 per cent of the course duration, and without academic penalty until 80 per cent of the course duration.
- (3) If enrolled ākonga withdraw after attending a workshop or accessing/engaging in online resources that form part of a funded micro-credential or full cost recovery course, they are not entitled to any refund.

1.23 Withdrawal due to Exceptional Circumstances

- (1) If ākonga withdraw or are withdrawn on their behalf (refer to 1.21) and believe they have been affected by exceptional circumstances (i.e., circumstances beyond their control), they may apply for exceptional circumstances consideration using the exceptional circumstances process.
- (2) Under the Ākonga Appeals policy, if ākonga are dissatisfied with the decision, they may appeal the decision following the Ākonga Appeals procedure.

1E Learning for Ākonga International

This section is about the application process for ākonga International (International learners). For ākonga Domestic, refer to 1B – 1D.

1.24 Ākonga International Application and Offer of Place

- (3) Toi Ohomai assesses applications from ākonga International or their agents in accordance with Toi Ohomai general and programme regulations, including English language requirements, Education Code of Practice guidelines, and Immigration New Zealand requirements.
- (4) Toi Ohomai may accept ākonga International between 16 and 18 years of age subject to the approval of their parent, caregiver, or guardian and an assessment of ākonga support systems, in addition to the other assessment criteria stated above.
- (5) Exemptions from proof of English language proficiency criteria comply with NZQA rules.
- (6) If ākonga International meet the relevant requirements, an international Offer of Place is provided to the ākonga and/or their agent, as applicable.
- (7) The international Offer of Place and accompanying information covers:
 - a. English language requirements
 - b. tuition and other fees (fees may be indicative at the time the Offer of Place is made)
 - c. ākonga International withdrawal regulations (refer to 1.26)
 - d. breaches of enrolment conditions and disciplinary action and the process to be followed in these circumstances
 - e. key programme dates
 - f. homestay and other accommodation options
 - g. insurance
 - h. other information required for compliance with the Education Code of Practice.

1.25 Acceptance of Offer of Place and Enrolment

- (1) Ākonga accept their Offer of Place. Payment of the specified tuition fee is considered acceptance of the Offer of Place.
- (2) Where ākonga International are under 18 (eighteen) years of age, their parent, guardian, or other caregiver accept the Offer of Place on their behalf.
- (3) To be fully enrolled, ākonga International provide evidence of receipt of an appropriate visa and of meeting the terms of that visa.

1.26 Ākonga International Transfers and Withdrawals

- (1) Ākonga International may transfer their enrolment as specified in 1.14 In this case, ākonga on a Ākonga Visa must apply for a Variation of Condition.
- (2) If ākonga International request withdrawal, Toi Ohomai responds promptly, fairly, consistently, and in accordance with Education Code of Practice guidelines.
- (3) Ākonga International who withdraw before their programme start date are entitled to a full refund of fees paid, minus an administration fee. The administration fee varies in relation to the proximity to the start date and is advised on the Offer of Place.
- (4) If ākonga International withdraw after the programme start date, no refund is payable by Toi Ohomai, unless ākonga can provide evidence they were subject to exceptional circumstances beyond their control (refer to 1.23).
- (5) New ākonga International who are not granted a visa by Immigration New Zealand receive a full refund of fees paid, minus an administration fee.
- (6) Returning ākonga International who are not granted a subsequent visa by Immigration New Zealand on the basis of poor attendance, a breach of academic integrity,

- unsatisfactory academic performance, and/or late submission of visa application may receive a partial refund, minus an administration fee. The delegated authority decides the amount to be refunded (if any). The agent commission is not refunded.
- (7) Where Toi Ohomai withdraws an Offer of Place or is unable to provide the programme and there is no suitable alternative, the person or organisation that paid the fees receives a full refund.
 - (8) Refunds are not paid for any Toi Ohomai discounts, scholarships, or awards where ākonga International withdraw from a programme.
 - (9) If ākonga International withdraw because they believe that they have been affected by exceptional circumstances beyond their control, and can provide evidence of this, they may apply for a refund of their tuition fees. Tuition fees for a programme or course that has already started are seldom refunded. The agent commission is not refunded.
 - (10) Ākonga International who gain Permanent Residency after the programme start date are not eligible for a refund for courses they have already started. Domestic fees and charges apply to courses that they have not yet started and Toi Ohomai refunds the fee difference, minus agent commission.
 - (11) Ākonga International with a valid work visa who are enrolled in provider-based courses are subject to the withdrawal and refund regulations of the relevant enrolment contract.
 - (12) Where ākonga International are due a refund, the funds are paid to the account from which the fees were paid. The refund is denominated in New Zealand dollars, or the equivalent of the New Zealand dollar amount converted into foreign currency at the current exchange rate.
 - (13) Toi Ohomai is not liable for any exchange rate loss or bank fees charged upon repayment of a refund.
 - (14) Toi Ohomai may cancel or refuse the enrolment of ākonga International as specified in 1.15.

1F Programme Approval, Changes, and Cancellation

This section relates to programmes and courses offered by Toi Ohomai.

1.27 Programme Approval Pending

- (1) The following applies to all ākonga:
 - a. Ākonga may apply for programmes pending approval from the relevant regulatory and funding bodies; however, enrolments are only accepted into the programme after it has been approved.
 - b. Where an existing programme is replaced by a new version programme or a new programme, Toi Ohomai gives ākonga appropriate advice and assistance either to complete their current programme or, where appropriate, to transition to the new programme, in accordance with the new programme regulations.
 - c. Ākonga applying for a programme for which regulatory approval is pending are informed of the pending status and assisted to submit an expression of interest and/or an application.
 - d. As soon as the new programme becomes available, the expression of interest and/or application is transferred promptly to the new programme.
 - i. Where ākonga submitted an expression of interest only, Toi Ohomai assists them to submit an application.
 - ii. Where ākonga submitted an application, if the application meets the entry requirements, ākonga are sent the appropriate Offer of Place.

- (2) If regulatory approval is not achieved before the intended programme start date(s), Toi Ohomai provides ākonga with information on alternative programmes, dates, or locations.

1.28 Cancellation or Postponement of a Programme or Course

- (1) Toi Ohomai may cancel or postpone a programme or course. Cancellation decisions are made by the delegated authority as early as possible to enable ākonga to make informed choices. Cancellation of programmes in which ākonga are enrolled must be discussed with the delegated authority prior to action.
- (2) As far as is practically possible, Toi Ohomai avoids cancelling or making other significant changes to an advertised programme or course less than two weeks before it starts (or five working days for short courses).
- (3) Toi Ohomai assists affected ākonga with other options, including, where appropriate, transferring their application to another offering, mode of delivery, employer, or campus/site, subject to any additional requirements specific to the alternative offering.
- (4) Toi Ohomai advises and assists ākonga International when changes to offerings affect their visa status.
- (5) Toi Ohomai notifies Immigration New Zealand when programme changes affect ākonga International.
- (6) Ākonga unable to enrol in an alternative course or programme offered by Toi Ohomai are provided with a full refund to the account that paid their fees.

1.29 Change to Published Date or Time

- (1) Toi Ohomai may reschedule the published date or time of a course or programme where there is a genuine need to do so, e.g., unavailability of kaiako, rooms, equipment, or placements.
- (2) Where dates/times of a course or programme are altered, Toi Ohomai contacts all enrolled ākonga as soon as practically possible to inform them of the change.

Section 2: Recognising Prior Knowledge and Skills

General

Recognising prior knowledge and skills (RPKS) allows credit to be granted towards a qualification, programme, micro-credential, course, or standard, where ākonga have already acquired, and can demonstrate, current relevant skills and/or knowledge.

2.1 Recognising Prior Knowledge and Skills

- (1) Toi Ohomai recognises prior knowledge and skills through Credit Recognition and Transfer (CRT) which includes Credit Transfer, Cross Credit, Recognition of Prior Learning, and Advanced Standing processes.
- (2) Applications for RPKS will normally consider the credit or experience gained within the five years prior to the application (or for a period as specified in the programme regulations). This is to ensure currency of knowledge and skills.
- (3) Ākonga are supported to provide evidence of their prior knowledge and skills relevant to the qualification they seek to achieve. Evidence may come from formal or self-directed study, workplace, community, or marae-based learning or experience, hobbies, or participation in rangahau and research.
- (4) The maximum credit that can be granted through recognition of credit, where no articulation agreement or programme regulations are in place, is normally:
 - Two-thirds (66%) of the credit value of the qualification being sought (where the credit was gained at another New Zealand tertiary institute, or where RPL or RCC is being used to recognise achievement); or
 - One-half (50%) of the credit value of the qualification being sought (where the credit was gained at an overseas tertiary institute) unless a formal articulation agreement is in place.Variations to this may be considered on a case-by-case basis and approved by the Academic Committee.
- (5) Where restrictions for credits are imposed, e.g., by legislative, industry and regulatory body requirements, they must be based on specific, documented, and clear academic, legal or industry requirements.

2.2 Applying for RPKS

- (1) Ākonga are encouraged and supported to apply for RPKS either before the beginning of their intended programme or at any appropriate stage thereafter by completing the published forms and following relevant process.
- (2) RPKS may be undertaken in te reo Māori. Assessment of such an application is undertaken and/or supported by a te reo Māori capable assessor.
- (3) Decisions throughout the RPKS process are timely, transparent, robust, consistent, and defensible. The focus is for the maximum benefit of ākonga and to ensure that the quality, integrity, cohesion and standing of qualifications is upheld.
- (4) The RPKS assessment process may incur fees, and these are detailed in RPKS information.

2.3 Awarding Credit

- (1) Learning credited through RPKS has the same value as formal learning. Credit is recorded based on Toi Ohomai grade table, with the previous grade carried forward for any Cross Credit or Credit Transfer, and the Pass (P) grade given where a grade cannot be stated.
- (2) Assessment standards that are recognised through RPKS are awarded a CT grade.

2.4 Appealing Decisions

- (1) Where credit is not awarded, either in total or in part, clear reasons for the decision are recorded. Under the Ākonga Appeals Policy, ākonga have the right to appeal the outcome or decision of an RPKS process following the Ākonga Appeals procedure.

2.5 Records

- (1) Records of all RPKS applications, the resulting assessment outcome, and any appeal decisions are kept along with other ākonga records, in accordance with relevant legislation, NZQA rules, Toi Ohomai RPKS policy, and/or general disposal authority.

Section 3: Programme Regulations

General

Every Toi Ohomai programme leading to a qualification or micro-credential is supported by an approved programme document, including programme regulations, and programme and course information. Programme regulations outline the programme structure and direction, and requirements for entry, progress, completion, and award. Programme regulations and course information must be made available and accessible to ākonga at the start of their study.

3.0 Transition

- (1) Programme regulations for New Zealand Institute of Skills and Technology (NZIST) unified programmes set out the requirements from entry to award. Where the programme regulations are generic and refer to Te Kawa Maiooro, the Toi Ohomai Regulatory Framework will apply.
- (2) Full information on requirements will be provided and easily accessible to ākonga.

3.1 Programme Regulations

- (1) The Regulatory Framework provides the minimum expected requirements for ākonga and kaimahi. Programme regulations may set specific requirements, e.g., for entry, require credits in specific subjects such as science, or higher requirements than the Regulatory Framework to meet the expectations and requirements of an external regulatory or standard setting body.
- (2) Programmes may include exceptions to, or restrictions on, provisions in the Regulatory Framework e.g., limits on RPKS. Any such exceptions or restrictions are clearly stated in approved programme regulations and/or relevant programme information, e.g., programme handbook or course outline.
- (3) Where a higher standard is set or restrictions or exceptions apply, the programme regulations override the provisions in the Regulatory Framework.
- (4) Ākonga are enrolled and complete under the programme regulations in place when they first enrol, except where change is required by an external regulatory or standard setting body. In such cases, Toi Ohomai works with ākonga to ensure they are aware of the changes being made, the impact on their programme, and to ensure they are not disadvantaged by the change. All changes, discussions, and agreements are notified to ākonga in writing.

Section 4: Learning and Teaching

General

Toi Ohomai aims to provide learning environments that help ākonga reach their full potential, empower them to be active in their own learning, and ensure they have access to the resources, and learning and pastoral supports necessary for their success.

4.1 Participation and Engagement

- (1) Ākonga are expected to comply with their programme regulations and participate in all learning activities that are part of their programme or course.
- (2) Participation requirements, including any attendance requirements, are set out in the programme and/or course information provided to ākonga at the start of their programme or course.
- (3) Where attendance is specified as a condition of a visa (for ākonga International) or a requirement of an enrolment contract ākonga must notify Toi Ohomai of any absence or non-participation.

4.2 Progress

- (1) Toi Ohomai provides ākonga with timely, sufficient, and constructive feedback on their progress and connects ākonga with the appropriate supports where needed.
- (2) Ākonga who have passed at least half of the courses in which they were enrolled in a year are considered to have made satisfactory progress and may proceed with their programme as set out in the programme regulations.
- (3) Ākonga in provider-based learning who have not passed at least half of the courses in which they were enrolled, or who repeat a course and again do not pass are considered to have made unsatisfactory progress.
- (4) Where ākonga in provider-based learning make unsatisfactory progress, they may be withdrawn from their programme and declined re-enrolment.
- (5) Ākonga who have had their enrolment withdrawn or reenrolment declined and who wish to reenrol apply to the delegated authority prior to the programme or course start date. To be approved, they must satisfy the delegated authority that they have a reasonable chance of success. Toi Ohomai may put conditions or limitations on the reenrolment to ensure the ākonga has a reasonable chance of success.
- (6) Ākonga who repeat a course and do not pass may not enrol for a third time, except with the permission of Academic Committee. Where a third enrolment in a course is allowed, Toi Ohomai may put conditions on the reenrolment to ensure the ākonga has a reasonable chance of success.
- (7) Toi Ohomai aims to assist postgraduate ākonga to complete their studies by arranging extensions where appropriate and with the approval of the delegated authority. If this is not possible, a Did Not Complete grade is recorded.

4.3 Standards of Behaviour

To ensure a safe, inclusive, equitable, and effective learning environment, Toi Ohomai sets out the standards of behaviour in the Ākonga Code of Conduct (Part 4). The expectations in the codes of conduct apply to ākonga when they are on campus, when they are undertaking Toi Ohomai learning or social activities off-campus or online, and when they are representing or engaging with Toi Ohomai in the community or on social media.

- (1) Unacceptable behaviours include:
 - a. Breaking any New Zealand laws
 - b. Any form of violence or threat of violence
 - c. Any form of harassment, bullying or discrimination (including on social media)
 - d. Endangering yourself or others
 - e. Being intoxicated or under the influence of drugs on Toi Ohomai premises or when involved in activities organised by Toi Ohomai (formal or informal)
 - f. Smoking (including vaping) on any Toi Ohomai campus
 - g. Showing disrespect for people's personal, social, and cultural differences
 - h. Showing disrespect for the needs, rights, and freedoms of others
 - i. Engaging in dishonest academic practices (e.g., cheating or plagiarism)
 - j. Misusing technology, software, hardware, or communication systems provided by Toi Ohomai
 - k. Vandalism or other misuse/abuse of Toi Ohomai facilities and buildings
 - l. Disruptive or disrespectful behaviour in class that interferes with the ability of Toi Ohomai kaiako to provide a safe and respectful learning environment for all ākonga.
- (2) Breaches of conduct and unacceptable behaviours are dealt with confidentially, fairly, and in a culturally appropriate manner in accordance with the relevant policy and procedures.
- (3) If an allegation of misconduct is proved, all or any of the following penalties may be applied by the Head of School responsible for the programme:
 - The award of a fail grade or a nil mark for the affected summative assessment event.
 - Disqualification of the ākonga from sitting for any summative assessments for a period.
 - Cancellation of credit if the ākonga has been credited with a pass in the course in respect of which the allegation arose.
 - Suspensions from any course for a period.
 - A reprimand
 - Recommendation to the Executive Director Academic Delivery and Development of the ākonga exclusion from the programme for a period of time.
 - Record of the penalty imposed on the ākonga file for a specified time; and
 - Recommendation to the Executive Director Academic Delivery and Development for exclusion of the ākonga from any programme within Toi Ohomai.
- (4) Under the Ākonga Appeals Policy, ākonga may appeal a breach of conduct decision following the Ākonga Appeals procedures.

4.4 Concerns and Complaints

- (1) Toi Ohomai takes ākonga concerns and complaints seriously and is committed to providing ākonga with access to fair, effective, and culturally appropriate procedures for raising and resolving issues.
- (2) The process for raising and resolving concerns and complaints is set out in the Ākonga Concerns and Complaints procedure.

4.5 Appeals

- (1) Under the Ākonga Appeals Policy, ākonga may appeal a decision, academic, non-academic, or disciplinary, that affects their study if:
 - a. They have followed all relevant procedures to resolve the issue, and
 - b. Additional information has become available since the decision was made or
 - c. There is evidence of a flaw in the process followed
- (2) The process for appealing a decision is set out in the Ākonga Appeals procedure.

Section 5: Rangahau and Research

General

Toi Ohomai is committed to providing ākonga engaged in rangahau or research with appropriate guidance, supervision, and support.

5.1 Rangahau and Research

- (1) Where ākonga undertake rangahau or research as part of their learning activities, they obtain ethics approval if required following the relevant ethics approval process.
- (2) Ākonga engaged in rangahau or research are entitled to appropriately qualified and experienced supervision and academic mentorship that supports them academically, culturally, and pastorally.
- (3) Ākonga own the output and intellectual property arising from their rangahau or research unless there is an agreement to the contrary.
- (4) Ākonga undertaking rangahau or research have access to resources including library resources, statistical advice, support in te reo Māori as required, additional specialist software, and subject matter expertise as required to support their progress and completion.
- (5) Where needed and guided by their supervisors/mentors, ākonga undertake with relevant iwi stakeholders a consultation process that aligns with the kaupapa and methodology of their project.
- (6) Ākonga engaged in rangahau or research are expected to comply with policies, procedures and processes relating to rangahau and research.

Section 6: Assessment

General

Assessment provides information for ākonga and kaiako about ākonga learning progress; provides evidence of the achievement of learning outcomes and standards outcomes and requirements; and contributes to the attainment of competencies identified in graduate profiles.

6.1 Assessment Information

- (1) Toi Ohomai provides ākonga with assessment information at the start of their course; where appropriate, information includes the number, types, and weightings of assessment, assessment requirements, conditions, and expectations, assessment dates, criteria for success, and how to access further assessment and appeal provisions.
- (2) No changes may be made to summative assessment requirements and conditions after the course or training agreement start date unless approved by Academic Committee and notified in writing to all affected ākonga.
- (3) It is the responsibility of ākonga to ensure they are familiar and comply with all assessment requirements and conditions for their programme.
- (4) Ākonga must reasonably attempt and submit all summative assessment items within the timeframe or by the due date indicated in the course outline unless an extension has been granted (refer to 6.5 Variations to Assessment).

6.2 Assessment in te reo Māori

- (1) Except where assessments require English or other language capability, Toi Ohomai supports ākonga to submit or undertake their assessment in te reo Māori. Other exceptions may apply, must be approved by the delegated authority, and indicated in the programme documentation and course outline.
- (2) Marking or grading of an assessment in te reo Māori is undertaken or supported by a te reo Māori capable assessor.

6.3 Supported Assessment

- (1) To ensure equitable assessment opportunities, Toi Ohomai makes alternative supported assessment arrangements for ākonga with particular needs, e.g., cultural or disability, wherever possible. Ākonga discuss their needs ahead of time with their kaiako and the relevant ākonga services unit. Supported assessment arrangements may include:
 - a. Adapted learning materials and assessments that enable fair and valid assessment, do not affect the integrity of the assessment, and meet the same learning outcomes
 - b. Additional assessment time as necessary for a fair assessment to take place
 - c. The services of a reader and/or writer
 - d. New Zealand sign language communicators and interpreters
 - e. Assistive technology
 - f. Specialised equipment and furniture
 - g. Alternative dates, spaces, and/or times for participating in assessment activity.

6.4 Conduct of Examinations

- (1) Where examinations are subject to regulations set by external agencies, the examinations must be conducted according to the relevant regulations.
- (2) In all cases, examinations are conducted under conditions that are fair, equitable, and ensure academic integrity.

6.5 Variations to Assessment

Variations to assessment are provided to support ākonga needs and circumstances², where needed. Kaiako and ākonga work together to determine the appropriate support or variation for their particular needs or circumstances. Variations to assessment are approved by the delegated authority.

- (1) Due date extensions
 - a. Ākonga who anticipate difficulty in submitting assessments by the due time and date may request an extension. The extension must be agreed to prior to the assessment due date.
 - b. The kaimahi or kaiako with responsibility for the relevant course has the authority to approve extensions that are within the course dates.
 - c. Extensions that fall outside of the course end date can only be approved by the delegated authority.
- (2) Alternative arrangements
 - a. Ākonga who have a particular need, e.g., a temporary or permanent disability or impairment, or an exceptional circumstance may request alternative arrangements.
 - b. Alternative arrangements enable fair and valid assessment without affecting the integrity of the assessment and may include an alternative assessment that meets the same learning outcomes, or an alternative time and/or location.
 - c. Requests for alternative arrangements should be made at least two weeks prior to the assessment date or due date.
- (3) Resits or resubmission of assessment tasks
 - a. Unless otherwise indicated in the programme regulations or assessment conditions, and if deemed by the delegated authority as appropriate for the programme level within the scope of normal course progression and assessment type, ākonga who have reasonably attempted and failed an in-course assessment task (i.e. not yet competent or a grade between 30% and 49%) may be allowed one resubmission or resit of the assessment task.
 - b. A request for a resit or resubmission is made to relevant kaiako no later than five working days after the marked assessment has been returned to the ākonga.
 - c. Unless otherwise indicated, the maximum mark or grade available for a resubmission or resit is the minimum pass mark or grade.
 - d. Any fees, restrictions, or limitations on resits or resubmissions of assessment are detailed in the programme regulations or programme handbook, and, where appropriate, in the relevant course outline.
- (4) If ākonga submit an assessment after the due date and/or time without an approved extension, the assessor may:

² This provision is to support ākonga who may need additional time, alternative arrangements, or who have failed their assessment and wish to request a resit or resubmission opportunity. Ākonga impacted by exceptional circumstances (e.g., illness, injury, bereavement) should apply for an Assessment Concession (refer 6.6).

- a. Mark the assessment and apply a penalty to the mark for each day the assessment is late; or,
 - b. After discussion with the programme manager, not accept the assessment and assign a Not Passed (NP) or equivalent failing grade.
- (5) If ākonga do not attempt or submit an assessment by the due date and/or time without an approved extension, the assessor assigns a Not Passed (NP) or equivalent failing grade.
- (6) Penalties for late submission of assessment are documented in the programme information and communicated to ākonga.

6.6 Assessment Concession

- (1) Ākonga who are unable to complete a summative assessment or whose performance in or preparation for the assessment is affected by any circumstance or situation which could not have been reasonably prevented, e.g., illness, injury, bereavement, family crisis, or other unpredictable events, are eligible to apply for an assessment concession for impaired performance.
- (2) Assessment concessions may include any of the variations set out in provision 6.5 or an Aegrotat. An aegrotat pass cannot be given for work experience, major projects, competency-based courses or assessments or capstone courses, practicums, or assessments.
- (3) Where alternative arrangements are approved as an assessment concession, the mark given is the true mark the ākonga achieves for the assessment task.
- (4) Assessment concession decisions are made using the Toi Ohomai procedures and approved by the delegated authority.
- (5) Any programme-specific restrictions or limitations on assessment concessions are detailed in the programme regulations, programme handbook, and, where appropriate, in the relevant course outline.

6.7 Academic Integrity

- (1) Toi Ohomai requires ākonga to be honest and act with integrity in their learning and assessments. Ākonga are required to:
 - a. present their own original work for assessment
 - b. acknowledge contributions from other sources by using the referencing format required for the programme (failure to do this correctly may be regarded as plagiarism); this includes direct copying, paraphrasing, summarising, and the rearranging of, another person's words or idea/s
 - c. not cheat in tests or examinations
 - d. ensure they follow all instructions and the correct procedures (e.g., no use of mobile phones or personal electronic devices)
 - e. not collude on assessments with other ākonga
 - f. collaborate only as permitted
 - g. not over- or misrepresent the individual contributions of members of any group assignment
 - h. not knowingly help others to cheat
 - i. not present another person's assessment as their own (this includes purchased and AI-generated assessments)
 - j. not act or behave in a way that prevents others from completing their assessments

- k. keep written and electronic work secure to prevent others from accessing and copying work.
- (2) Any exceptions to the above are clearly stated in the information and requirements for the course.
- (3) By enrolling at Toi Ohomai, ākonga agree to their work being reviewed by various means to confirm an assessment is their own work. This includes the use of similarity detection software.
- (4) Any breaches of academic integrity follow the process set out in the Academic Integrity Policy and procedures.

6.8 Notification of Assessment Results

- (1) Toi Ohomai normally notifies summative assessment results to ākonga within 15 working days of the assessment due date.
- (2) Marking of postgraduate assessments and large assessments, such as capstone projects, may require more time. In such cases, timeframes for the return of assessment results are indicated in the course outline or programme handbook.

6.9 Access to Marked Assessments

- (1) Ākonga are entitled to access to their written work submitted for assessment. Where assessed work is to be returned, time limits for collection may be set for individual programmes. Ākonga may view copies of their examinations but these are retained by Toi Ohomai. Any time or access limitations are set out in the programme information, e.g., programme handbook or course outline.

6.10 Moderation of Summative Assessments

- (1) Assessments are moderated in line with the Toi Ohomai Moderation Policy.

6.11 Retention of Assessment Evidence

- (1) Toi Ohomai complies with relevant legislation and NZQA rules on retention of assessment.
- (2) Toi Ohomai retains copies of marked assessment evidence for 12 months after the end of the course unless a longer period is required by an external authority.
- (3) Once no longer required by Toi Ohomai or any external agency, assessment evidence is securely destroyed except where:
 - a. The assessment is subject to an appeal or a disciplinary procedure
 - b. The ākonga has given permission for the assessment to be held by Toi Ohomai.
- (4) Copies of ākonga assessment evidence may be retained by Toi Ohomai for moderation purposes.
- (5) Moderation materials, including ākonga assessment evidence, are retained by Toi Ohomai for a period of no less than seven years.

6.12 Approval of Final Course and Programme Results and Outcomes

- (1) Final results and outcomes for courses and programmes are approved through the relevant procedures.
- (2) Course and programme decisions are based on ākonga performance in the summative assessment tasks in the course and the overall achievement across all courses in a programme.

6.13 Notification of Final Course or Programme Outcomes

- (1) Final course and programme outcomes are normally provided to ākonga within 15 working days of the end date of the course or programme. Any exceptions to the return of outcomes timeframe are specified in the course outline or programme handbook, or approved by the delegated authority and ākonga are notified in writing.

6.14 Reassessment Opportunities

- (1) Unless otherwise specified in the programme regulations, ākonga who gain a failing grade in a course with a mark of 45% or more or have failed to achieve all learning outcomes or meet all competency-based assessment requirements, are provided with one opportunity to undertake a reassessment of the course at the discretion of the delegated authority. Ākonga are advised of the reassessment opportunity within one week of the final grade being known to kaiako and before the results are finalised.
- (2) The reassessment takes place within one month of the course end date under an approved extension as in provision 6.5(1). c.
- (3) Ākonga passing the reassessment gain the minimum grade available as a pass for the course.
- (4) Any programme-specific restrictions or limitations on reassessment opportunities are detailed in the programme regulations, programme handbook, and, where appropriate, in the relevant course outline.

6.15 Grading

General

The following tables set out the grades that are used for assessments and courses at Toi Ohomai.

Transition arrangements: Legacy Toi Ohomai programmes continue to use their approved grade tables as set out in programme information and **Appendix Two Legacy Grading Schemes and Grade Keys**. The Administration grades apply to *all* Toi Ohomai programmes of study (unless stated otherwise). Transition arrangements to bring legacy programmes into alignment with the Grade Schemes and Grade Keys set out in this section will be defined in programme development procedures.

6.16 Assessment Grades

- (1) The following tables set out the grades that are used for assessments within a course:

- a. Courses using competency-based assessment: In courses with competency-based assessment, grades against an assessment or assessment standard are recorded as follows:

GRADE	DESCRIPTION
A	Achieved The ākonga has demonstrated competency in the assessment.
N	Not Achieved The ākonga has not demonstrated competency in the assessment
CT	Credit Transfer The ākonga has completed the same assessment or assessment standard in another qualification or institution. In the case of an assessment standard, credit is not be reported to NZQA.

- b. Courses using competency-based assessment: In courses with competency-based assessment that recognises higher levels of performance, grades against an assessment or assessment standard are recorded as follows:

GRADE	DESCRIPTION
A	Achieved The ākonga has met the criteria of the assessment at a satisfactory performance level.
M	Achieved with Merit The ākonga has met the criteria of the assessment at a very good performance level.
E	Achieved with Excellence The ākonga has met the criteria of the assessment at an outstanding performance level.
N	Not Achieved The ākonga has attempted but not met the criteria of the assessment
CT	Credit Transfer The ākonga has completed the same assessment or unit standard in another qualification or institution. In the case of a unit standard, credit is not reported to NZQA.

- c. Courses using grade point marking for assessments: For each assessment in the course, a mark or a percentage is entered.

GRADE	MARK (%)	DESCRIPTION
A+	90 – 100	Pass
A	85- 89	Pass
A-	80 – 84	Pass
B+	75 – 79	Pass
B	70 – 74	Pass
B-	65 – 69	Pass

GRADE	MARK (%)	DESCRIPTION
C+	60 – 64	Pass
C	55 – 59	Pass
C-	50 – 54	Pass
D	40 – 49	Not Passed
E	0 – 39	Not Passed

6.17 Course Grades

(1) The following tables set out the grades that are used for reporting final course achievement.

a. Competency-based courses result in the following course grades:

GRADE	DESCRIPTION
A	Achieved
N	Not Achieved

b. Competency-based courses: In competency-based courses that recognise higher levels of performance, the following course grades apply:

GRADE	DESCRIPTION
A	Achieved
M	Achieved with Merit
E	Achieved with Excellence
N	Not Achieved

c. Other grades: Other grades that may be awarded for particular circumstances in competency-based courses:

GRADE	DESCRIPTION
P	Ungraded Pass – course credit awarded through an RPKS process where a graded level of achievement cannot be applied (Unit standards recognised through RPKS are awarded a CT grade).
DNC	Did not complete course, i.e., did not complete a compulsory requirement or formal withdrawal after 80% of the duration of the course or informal withdrawal at any time

GRADE	DESCRIPTION
WD	Withdrawn - Formal withdrawal after the no academic penalty period (10% of the duration of the course)
EXT	Ākonga has an approved extension to complete an assessment beyond the course end date.
AO	Met course attendance requirements

- d. Courses using grade point marking: In courses in which grades are allocated on a specified grade point level of achievement, grades are awarded as follows:

GRADE	MARK (%)	DESCRIPTION
A+	90 – 100	Pass
A	85- 89	Pass
A-	80 – 84	Pass
B+	75 – 79	Pass
B	70 – 74	Pass
B-	65 – 69	Pass
C+	60 – 64	Pass
C	55 – 59	Pass
C-	50 – 54	Pass
D	40 – 49	Not passed
E	0 – 39	Not passed

- e. Other grades that may be awarded for particular circumstances

GRADE	DESCRIPTION
P	Ungraded pass – may be used for the outcome of an RPKS process or anywhere a graded level of achievement cannot be applied.
RP	Restricted pass – may be awarded instead of 'D' in the range 45%-49% to ākonga whose narrow fail has been compensated by good grades in their other courses in the same programme. Note: A course for which a Restricted Pass (RP) has been awarded is not normally accepted as meeting the prerequisite requirements for any other course.
NP	Not passed

GRADE	DESCRIPTION
AS	Advanced Standing - award of a block of approved prior learning credits to allow entry to a programme with exemptions. Only available on pathways which are pre-approved and recorded on the Guaranteed Credit Agreement Schedule.
AEG	Aegrotat - successful outcome of an Assessment Concession process. Use of this grade is applicable to Te Pūkenga unified programmes only.
DNC	Did Not Complete - where a compulsory element of a course is not submitted, or the ākonga formally withdrew after 80% or informally withdrew at any time.
EXT	Ākonga has an approved extension to complete an assessment beyond the course end date.
WD	Withdrawn - Formal withdrawal after the no academic penalty period (10%).
AO	Attendance Only - met course attendance requirements

6.18 Reconsideration of Assessment Decisions

- (1) Ākonga who believe their mark or grade for an assessment is incorrect should first discuss this with their kaiako or learning advisor within five working days of the return of assessment.
- (2) The kaiako or learning advisor provides feedback to the ākonga to clarify why the grade or mark was awarded and may, if justified, amend the result.
- (3) If the ākonga still believes that the mark or grade is incorrect, they may apply for a reconsideration following the complaints process set out in the Ākonga Concerns and Complaints procedure.
- (4) Reconsideration requests are investigated, and appropriate action decided by the delegated authority. Actions may include a recount, re-mark, reconsideration or review of evidence, reassessment, or no action. Reconsideration may lead to no change or to a raising of a grade or mark.

6.19 Reconsideration of Course Final Grade

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

6.20 Appeal of Reconsideration Decision

- (1) Under the Ākonga Appeals Policy, if ākonga do not agree with a reconsideration decision, they may appeal that decision following the appeals procedures.

Section 7: Awards

General

Awards include Formal Awards, Micro-credentials, and Non-formal Awards.

The Toi Ohomai Council has the power to confer all Toi Ohomai degrees, graduate, and postgraduate awards, and award all diploma, certificate and micro-credential qualifications approved and accredited by NZQA.

7.1 Formal Awards

- (1) Formal Awards are for NZQA-approved qualifications. Toi Ohomai offers the following formal awards:
 - a. Doctoral Degree
 - b. Master's Degree
 - c. Postgraduate Diploma
 - d. Postgraduate Certificate
 - e. Bachelor Honours Degree
 - f. Graduate Diploma
 - g. Graduate Certificate
 - h. Bachelor's Degree
 - i. Diploma (Level 7)
 - j. New Zealand Diploma (Levels 5 – 7)
 - k. New Zealand Certificate (Levels 1 – 6)
 - l. Micro-credential

7.2 Non-formal Awards

- (1) Toi Ohomai may offer a mix of assessed and non-assessed educational products or packages of learning that lead to the issuance of non-formal awards or recognition of achievement on successful completion.
- (2) Non-formal awards will be issued on a standard template approved by the Academic Committee but will not carry the Toi Ohomai seal.

7.3 Eligibility for Formal Awards

- (1) A formal qualification is awarded to ākonga who successfully complete the programme requirements.
- (2) Where completion of the programme leads to an award by another authority, the regulations of that authority apply.
- (3) Formal qualification completion and award is confirmed and conferred through the qualification completion procedures.

- (4) Ākonga who are awarded a formal qualification are eligible to receive their graduation certificate and record of learning/academic record upon confirmation and conferral. Ākonga can elect to have their graduation certificate mailed, picked up, or awarded at a graduation ceremony.
- (5) Ākonga with unpaid fees who are eligible for a formal award are eligible to have their award confirmed and conferred but their graduation certificate and record of learning/academic record is withheld until any outstanding fees have been paid.

7.4 Awarding of Qualifications

- (1) All graduates of programmes leading to formal awards must be approved by the Academic Committee.
- (2) In giving their approval to graduate an ākonga, the Academic Committee must be satisfied that the ākonga has accumulated the number and level of credits required for the completion of the qualification and has fulfilled all other requirements of the qualification as stated in the programme regulations. To be awarded a Toi Ohomai qualification, ākonga will normally have completed a minimum of 33 per cent or one third of their credits through study with Toi Ohomai, unless otherwise stated in the programme regulations. Credits gained through cross credits or RPL are not counted as 'credits completed through study.'

7.5 Award of Merit, Distinction, or Honours

- (1) Merit and distinction may be awarded for Bachelor degrees, graduate certificates, graduate diplomas, postgraduate certificates, postgraduate diplomas, and Master degrees.
- (2) The programme regulations identify which degrees can be awarded with merit or distinction and the following criteria apply (unless stated otherwise in the programme document):
 - a. Merit is awarded for an overall credit weighted grade average in the B to B+ grade range (70 – 79%)
 - b. Distinction is awarded for an overall credit weighted grade average in the A- to A+ grade range (80-100%).
- (3) No Distinction or Merit is awarded for Doctoral programmes.
- (4) Where the programme regulations allow, a Master degree may be awarded with a level of Honours and the following criteria apply (unless stated otherwise in the programme document):
 - a. First class pass is awarded for a credit weighted grade average in the A- to A+ grade range (80-100%)
 - b. Second class pass is awarded for a credit weighted average in the B to B+ grade range (70-79%)
 - c. Pass is awarded for a credit weighted average in the C- to B- grade range (50-69%).

7.6 Graduation Certificates and Academic Records

- (1) Graduation certificates are issued in English and/or te reo Māori. In both cases, the name of the award being granted is printed as approved by NZQA.
- (2) The format and wording of the graduation certificates is set out in the award procedures.
- (3) The graduate's legal name, as recorded in Toi Ohomai records, appears on their graduation certificate and academic record.
- (4) Ākonga may apply for reissue of their graduation certificate or academic record.
- (5) All formal qualifications shall be awarded on successful completion of an approved programme and completion of any other specified criteria that must be met for award of the qualification.
- (6) Where a qualification or programme is not quality assured by NZQA, no reference to NZQA may be used on any programme documentation, programme promotion, academic record or parchment issued.
- (7) Parchments for formal awards issued by Toi Ohomai shall bear the Toi Ohomai seal.

7.7 Posthumous Awards

- (1) Toi Ohomai may award a qualification or otherwise recognise programme completion posthumously where ākonga have met all the requirements and are eligible for the award.
- (2) If ākonga have not met all the requirements of the award, Toi Ohomai may award the qualification or recognise completion posthumously where ākonga:
 - a. had completed at least 75% of the qualification; or

- b. were in the final year of a degree and had been progressing successfully toward completing all requirements of the award.
- (3) Posthumous award decisions are made in discussion with whānau of the ākonga.
- (4) Posthumous awards are approved on a case-by-case basis by Academic Committee under Toi Ohomai Council delegation and reported to Council via the Academic Committee report.

7.8 Cancellation of Awards

- (1) Toi Ohomai may refuse to confirm an award or may revoke an award if satisfied that
 - a. the requirements were not fully met
 - b. the award was affected by a learning integrity matter, serious breach, or dishonest practice in relation to the award
 - c. ākonga made a materially untrue or misleading statement related to gaining the award.
- (2) Toi Ohomai may revoke any award conferred or issued in error.
- (3) Revoking an award is regarded as final and ākonga records are amended.
- (4) Cancellation of awards decisions are made by Academic Committee and reported to Council via the academic committee report.

Section 8: Graduation

General

All ākonga who have successfully met the requirements of and been confirmed for a Formal Award (refer to Awards, provision 7.1) are eligible to celebrate the award of their qualification at a graduation event.

8.1 Graduation Events

- (1) Graduation events may include:
 - a. Formal graduation ceremonies – offered on or off campus; academic dress required where appropriate. Cultural formal ceremonies for Māori and Pacific graduates are also offered.
 - b. Informal graduation celebrations for graduates of specific programmes, e.g., foundation and bridging programmes, English Language, etc.
- (2) Toi Ohomai graduation information is available online.

8.2 Academic Dress

- (1) Where applicable, graduates attending Toi Ohomai graduation events wear the academic dress (regalia) associated with their award.
- (2) The academic dress worn by ākonga who have had their degrees or diplomas conferred or awarded by Toi Ohomai shall conform in respect of shape, material and colour to the standard and specifications determined by the Council and described below:
 - a. Graduands of the Institute will appear for graduation ceremonies in the academic dress approved for the qualification.
 - b. The gown for a first degree shall be a Cambridge gown.
 - c. The headgear for a first degree shall be a black mortar board with black tassel.
 - d. A kākahuā/korowai may be worn over the gown.
 - e. The colour of the hoods shall be:

Certificate	No gown
Diploma	Black undergraduate gown Turquoise or burnished gold coloured stole
Bachelor of Accounting	Black undergraduate gown Burgundy hood Black trencher
Bachelor of Applied Hospitality and Tourism Management	Black undergraduate gown Gold hood Black trencher
Bachelor of Applied Information Technology	Black undergraduate gown Coral hood Black trencher

Bachelor of Applied Management	Black undergraduate gown Burgundy hood Black trencher
Bachelor of Creative Industries	Black undergraduate gown Magenta hood Black trencher
Bachelor of Nursing	Black undergraduate gown Jade hood Black trencher
Bachelor of Social Work	Black undergraduate gown Purple hood Black trencher
Bachelor of Teaching Early Childhood Education	Black undergraduate gown Cobalt blue hood with a paua shell trim Black trencher
Graduate Certificate or Diploma	If graduands do not already hold an undergraduate degree: Black undergraduate gown Grey stole Graduands who already hold an undergraduate degree wear the academic dress of that degree
Post Graduate Certificate or Diploma	Black undergraduate gown Grey hood with light blue trim Black trencher
Masters	Black Masters gown Grey hood with light blue trim Black trencher

- (3) Graduates may wear clothing or garments of honour from their own traditions, cultures, or countries, e.g., korowai, ta'ovala. Where academic dress is required, the clothing or garments of honour are worn over or under the academic dress.

PART 4 - ĀKONGA CODE OF CONDUCT

Purpose

This Ākonga Code of Conduct (Code) ensures that the responsibilities of ākonga at Toi Ohomai are clearly articulated. The expectations set out in this Code apply to the behaviour expected of ākonga when they are on campus and when they are undertaking activities associated with their studies off campus. A breach of this Code may activate the disciplinary process, and this may result in disciplinary action, in accordance with the Toi Ohomai Academic Regulations.

Scope

This Code of Conduct applies to all ākonga enrolled with Toi Ohomai while they are engaged in activities associated with their studies. This is regardless of where those activities are taking place, including on and off-campus. The Code encompasses the Expectations of Ākonga, Academic Misconduct, Conduct in Examinations and Tests, and Conduct in Relation to Computers and ICT.

This Code may be amended with approval of the Academic Committee at any time. The most current version will be available on the Toi Ohomai website.

Expectations of Ākonga

General

To ensure a safe, inclusive, equitable, and effective learning environment, Toi Ohomai sets out the standards of behaviour in ākonga code of conduct. The expectations in the codes of conduct apply to ākonga when they are on campus, when they are undertaking Toi Ohomai learning or social activities off-campus or online, and when they are representing or engaging with Toi Ohomai in the community or on social media.

- (1) Unacceptable behaviours include:
 - a. Breaking any New Zealand laws
 - b. Any form of violence or threat of violence
 - c. Any form of harassment, bullying or discrimination (including on social media)
 - d. Endangering yourself or others
 - e. Being intoxicated or under the influence of drugs on Toi Ohomai premises or when involved in activities organised by Toi Ohomai (formal or informal)
 - f. Smoking (including vaping) on any Toi Ohomai campus
 - g. Showing disrespect for people's personal, social, and cultural differences
 - h. Showing disrespect for the needs, rights, and freedoms of others
 - i. Engaging in dishonest academic practices (e.g., cheating or plagiarism)
 - j. Misusing technology, software, hardware, or communication systems provided by Toi Ohomai
 - k. Vandalism or other misuse/abuse of Toi Ohomai facilities and buildings

- I. Disruptive or disrespectful behaviour in class that interferes with the ability of Toi Ohomai kaiako to provide a safe and respectful learning environment for all ākonga.
- (2) Breaches of conduct and unacceptable behaviours are dealt with confidentially, fairly, and in a culturally appropriate manner in accordance with the relevant policy and procedures.
- (3) Under the Ākonga Appeals Policy, ākonga may appeal a breach of conduct decision following the Ākonga Appeals procedure.

Academic Misconduct

- (1) Academic misconduct is seeking to gain for oneself or assisting another person to gain an academic advantage by deception or other unfair means. Academic misconduct includes any breach of any rules relating to summative assessment, including tests or examinations and any dishonest practice occurring in the preparation or submission of any work (whether in the course of an examination or not) which counts towards the attainment of a grade in any course or otherwise occurring in connection with any summative assessment.
- (2) Toi Ohomai requires ākonga to be honest and act with integrity in their learning and assessments. Ākonga are required to:
 - a. present their own original work for assessment
 - b. acknowledge contributions from other sources by using the referencing format required for the programme (failure to do this correctly may be regarded as plagiarism); this includes direct copying, paraphrasing, summarising, and the rearranging of, another person's words or idea/s
 - c. not cheat in tests or examinations
 - d. ensure they follow all instructions and the correct procedures (e.g., no use of mobile phones or personal electronic devices)
 - e. not collude on assessments with other ākonga
 - f. collaborate only as permitted
 - g. not over- or misrepresent the individual contributions of members of any group assignment
 - h. not knowingly help others to cheat
 - i. not present another person's assessment as their own (this includes purchased and AI-generated assessments)
 - j. not act or behave in a way that prevents others from completing their assessments
 - k. keep written and electronic work secure to prevent others from accessing and copying work.

Conduct in Examinations and Tests

- (1) During examinations or formal tests used for summative assessment, ākonga must:
 - a. Comply with all directions given by the examination supervisor, including all instructions to ākonga set out on the examination materials or displayed in the examination room. Ākonga must take care, and take responsibility, for making themselves familiar with all instructions.
 - b. Not disturb, distract, or adversely affect any other ākonga.

- c. Not enter the examination room more than one hour after the commencement of the examination or test, or after 50 percent of the time has lapsed, excluding reading time, if the exam or test is less than one hour.
- d. Not communicate in any way with any person except the examination supervisor.
- e. Not leave the examination room (and then only with the permission of the examination Supervisor and upon handing in their script) until at least the first hour of the examination period has elapsed, and not during the final 20 minutes of the examination time period.
- f. Not begin any writing (answers or notes) during reading time or until the examination supervisor announces that they may do so.
- g. Not continue writing after the examination supervisor has announced the expiration of time. Under no circumstances is any time over and above the time allotted to the examination or formal test paper to be allowed for any ākonga for any reason whatsoever.
- h. Keep their ākonga identification card or approved photographic ID displayed throughout the examination.
- i. Not bring into the examination room any electronic calculator, electronic device, smart device, or dictionary except by explicit direction of the examination supervisor. Where an examination has been designated “calculator or dictionary permitted”:
 - The device used in the examination or formal test must be electronic, truly portable and self-powered, noiseless and no audible alarms may be used.
 - No supplementary material related to the use and operation of the device will be permitted in the examination room other than spare batteries.
 - In all cases it is the responsibility of the ākonga to maintain the operation and operating power of the device; and
 - where dictionaries are permitted, they must not be marked in any way.
- j. Mobile/smart phones or devices will not be permitted unless specifically approved by the examination supervisor. Where examination supervisors allow mobile phones or smart devices as electronic calculators or dictionaries, ākonga must follow the rules for these devices and operate in “airplane mode.”
- k. Not bring to an examination or formal test any written or printed matter except by direction of the examination supervisor. All paper used during the examination or formal test must be handed to the examination supervisor before the ākonga leaves the examination room.
- l. Not use equipment, such as cameras, smart devices, electronic dictionaries, calculators, cell phones or other electronic devices in a formal test or examination unless given permission to do so.
- m. Not use email, text, SMS or other electronic communication methods during a formal test or examination unless given permission to do so.

Conduct in Relation to Computers and ICT

- (1) Information and Communication Technology (ICT) includes (but is not limited to) audio, video, mobile or other phones, digital or other cameras, electronic musical instruments and sound mixing equipment, computers, laptops, tablets, iPods, assistive technology, voice operated equipment, the internet, social media, interactive whiteboards and similar

interactive presentation technologies, and software. Toi Ohomai provides ICT to support ākonga learning needs. Whenever ākonga use Toi Ohomai ICT they must not:

- a. Infringe copyright regulations, including the Copyright Act 1994 and the Copyright (Infringing File Sharing) Amendment Act 2011.
- b. Use or access ICT that in any way affects the lawful and efficient utilisation of ICT by Toi Ohomai.
- c. Attempt to access restricted ICT without authority.
- d. Allow any other person to use or access Toi Ohomai ICT if that person does not have authority to do so.
- e. Attempt to access, obtain, alter, add, or erase any data to which they are not entitled.
- f. Make, hold, or modify copies of any software or other information provided by Toi Ohomai, unless authorised.
- g. Attempt to access any other computer system, whether elsewhere in New Zealand or overseas, unless authorised.
- h. Use Toi Ohomai ICT in any way that contravenes its permitted use, as notified by Toi Ohomai from time to time. This includes, but is not limited to, using ICT for purposes other than those for which access was granted, wilfully impeding the operation of the system or any other user, and avoidance of quotas or other restrictions on use.
- i. Access, receive, process, or send objectionable material³ using Toi Ohomai ICT.
- j. Use Toi Ohomai ICT for any non-study related purposes (e.g. gaming, movies, posting or sharing any material on social media), whether written or photographic, that:
 - potentially breaches the Human Rights Act 1993, e.g. shows discrimination against someone's sexual orientation, religious belief, colour, race, nationality, citizenship etc.; or
 - may be considered intimidating, bullying, or defamatory towards another ākonga or kaimahi member; or
 - brings Toi Ohomai into disrepute.
- k. Ākonga using Toi Ohomai ICT to engage on social media (or interact with any other website), must comply with the terms and conditions as published by those sites.

³ Definition of "objectionable". This term is used as set out in Section 3 of the Films, Videos and Publication Classification Act 1993

PART 5 - ĀKONGA CODE OF RIGHTS

Ākonga of Toi Ohomai can expect that the Institute's kaimahi will:

- (1) Uphold ākonga mana and show respect, including demonstrating:
 - Sensitivity towards difference in ethnicity, culture, age, gender, religion, sexual orientation, background, and individual levels of ability; and
 - zero tolerance towards any form of harassment, discrimination, coercion, intimidation, or violence by kaimahi or other ākonga.
 - (In the instance of Sikh Kirpan, this must be kept under clothing and not visible in public at all times)
- (2) Provide access to information through:
 - Toi Ohomai website, e-Learning platform, Facebook page and other social media.
 - Course outlines, timetables, and programme handbooks.
 - Toi Ohomai libraries and online library resources; and
 - access to personal records and official information pursuant to the Privacy Act 2020
- (3) Provide study and career advice and guidance including information on refund policies, course requirements and costs, prior to enrolment.
- (4) Provide course information prior to commencing study including: learning outcomes, study commitments, assessment deadlines and weightings, timetables, textbooks, practical requirements, and any other course requirements.
- (5) Deliver competent and effective teaching, learning facilitation and class management.
- (6) Ensure a reasonable workload and allocation of study time relating to any one course.
- (7) To an extent that is reasonably practicable, provide:
 - An up-to-date and well-resourced learning environment.
 - A safe, clean, healthy, and comfortable learning environment.
 - Library facilities, information, and communications technology, personnel, and resources to help ākonga to Achieve the learning outcomes of their programmes of study; and
 - access to computers outside class hours.
- (8) Provide fair, valid, and reliable assessment tasks which specifically assess the learning outcomes of the course.
- (9) Ensure return of assessment results and other constructive feedback in a timely manner.
- (10) Deliver fair and honest and timely decisions with regards to academic outcomes (i.e. assessment grades, accuracy of translations, reconsideration, resubmissions, resits and reassessment opportunities, and/or the right to appeal an academic decision).
- (11) Provide access to members of kaimahi at reasonable times to discuss issues relevant to their study.
- (12) Maintain an effective model of ākonga representation to ensure ākonga have a say on matters that directly affect them, including ākonga input into teaching and course evaluation.
- (13) Maintain an effective model of ākonga advocacy.
- (14) Ensure effective access to the Ākonga Concerns and Complaints procedures of Toi Ohomai.

PART 6 - KAIMAHI CODE OF CONDUCT

This Kaimahi Code of Conduct can be changed/amended with the approval of the Executive Leadership team at any time. The most current version will be available on the Toi Ohomai intranet.

Purpose

The Kaimahi Code of Conduct ensures that there is transparency regarding employer and employee expectations at Toi Ohomai Institute of Technology. Having an agreed Code of Conduct ensures that everyone is treated fairly, and that the interests of Toi Ohomai and its kaimahi are protected.

Scope

The Code of Conduct applies to all employees (whether permanent, contract or fixed term).

Principles

- Toi Ohomai regards honesty, integrity, and discretion to be of overriding importance. The organisation expects all employees to:
- Be honest in all matters.
- Conduct themselves professionally and ethically at all times and be accountable for their behaviour.
- Ensure the safety of ākongā, particularly those who are under the age of 18 or who are classed as vulnerable adults.
- Develop and maintain a high degree of competence in respect to their role, their interactions with others and their cultural awareness.
- Be conscientious and efficient in carrying out their duties and always ensuring compliance with policies, procedures and expected standards.
- Maintain strict confidentiality of ākongā, customers and company affairs subject to legislative requirements for disclosure.
- Act with integrity and in a manner befitting the Toi Ohomai name and reputation and behave in a manner that upholds the values of Toi Ohomai.
- Consider the impact of their behaviour on Toi Ohomai at all times. This may include online or in social media and outside of work engagements (also refer to the Toi Ohomai Social Media policy).
- Declare and manage any real or potential conflicts of interest.
- Not use knowledge gained in the course of their duties for the benefit of themselves or their associates.
- Take all precautions to ensure their own safety and the safety of others in compliance with the Health and Safety at Work Act 2015.

The above expectations apply at all times both when in the office and when representing Toi Ohomai, for example when attending internal and external events, when dealing with colleagues or external stakeholders and when liaising with ākongā.

PART 7 - GLOSSARY OF TERMS

The table below contains terms and acronyms used in the Regulatory Framework and commonly used in the Institute's business.

Term	Description
Academic Committee	The Academic Committee of Toi Ohomai established by Toi Ohomai Council in accordance with Section 324(2) of the Education and Training Act 2020 and its amendments.
Academic integrity	Academic integrity is a belief in, and commitment to, the values of honesty, trust, fairness, respect, and courage in relation to learning, teaching, rangahau, research, and assessment.
Advanced standing	Award of a set of pre-approved prior learning credits to allow entry to a programme with exemptions for identified courses.
Aegrotat	Successful outcome of an Assessment Concession process. An aegrotat pass cannot be given for work experience, major projects, competency-based courses or assessments, capstone courses, practicums.
Ākonga	A (current, past, and future) domestic tertiary learner, international tertiary learner, or industry trainee or apprentice. A person= who is involved in learning and/or assessment (at an education and training provider or in the workplace, etc.).
Ākonga Domestic (Domestic learner)	Ākonga Domestic (domestic learner) is someone who is either a) a New Zealand citizen, b) the holder of a residence class visa, or c) required by the Minister or Gazette notice to be treated as if they are not an international ākonga.
Ākonga International (International learner)	Ākonga international means an International learner as defined in the Education and Training Act 2020 (section 10)
Academic Programme Management Committee (APMC)	The Academic Programme Management Committee established by the Academic Committee. Responsible for product development and approvals.
Appeal	A formal application to a higher authority for a decision to be reversed.
Apprentice	A person receiving New Zealand Apprenticeship training.
Apprenticeship training	means a type of vocational education and training that— a) is provided for a person who is working in an industry while undertaking training in that industry; and b) is provided wholly or partly at the person's workplace, mainly by or on behalf of the person's employer; and c) consists of a programme or training, or both, leading to a qualification in the skills of an industry that provides entry into an occupation in that industry.
Assessment standard	Skills standards, unit standards and achievements standards listed on the Directory of Assessment Standards. Refer to NZQA website .
Assessor	A person who evaluates the assessment evidence presented by ākonga
Award	Award means a certificate, diploma, degree, or other qualification that is listed on the NZQCF; or a certificate or other document granted in

Term	Description
	recognition of ākonga achievement and completion of a micro-credential or other package of learning.
Bachelor's degree	A level 7 qualification with the purpose to provide individuals with systematic and coherent introduction to bodies of knowledge of a recognised major subject (or subjects in the case of a double degree or double major) as well as problem-solving and associated basic techniques of self-directed work and learning.
Graduation Certificate	A document that shows a qualification has been awarded to an individual ākonga.
Certificate of Proficiency	Not an award, but a funding mechanism which enables ākonga who do not intend to complete an approved programme to take individual courses from that programme or programmes.
Competence	The ability to apply particular knowledge, skills, attitudes, and values to the standard of performance required in specified contexts.
Complaint	An expression of dissatisfaction where the ākonga seeks some form of redress or change in a situation; where the ākonga considers that they have been directly or adversely impacted, which requires a formal process of resolution.
Components	Parts of a programme or micro-credential (or “short course”), which together make up a coherent arrangement of learning or training. Components are usually courses but may sometimes be called papers, units, modules, and skill or assessment standards.
Concern	A matter where it is likely that resolution can be obtained by direct, informal consultation with the people concerned. A situation where the ākonga considers appropriate standards have not been met but the impact on them has not been great.
Confirmed (award)	A committee confirms that all programme requirements have been successfully completed and the ākonga is eligible for award of the qualification.
Conferred (award)	A qualification is formally awarded to an ākonga.
Council	The governing body of Toi Ohomai established as defined in the Education and Training (Vocational Education and Training System) Amendment Act 2025.
Course	The smallest component of a programme that contributes credit towards an award (qualification or micro-credential). Refer also to “Components”
Credit	One credit represents a notional 10 hours of learning, practice, and assessment time with respect to the outcomes and contexts of a course or standard. One full-time year of study (1 EFTS) equates to 120 credits.
Credit Recognition and Transfer (CRT)	A process where credit for outcomes already achieved by an ākonga through formal study is recognised as credit for comparable outcomes in another qualification. Encompasses both Credit Transfer and Cross Credit.
Credit Transfer (CT)	Credit for previous formal learning passed at Toi Ohomai or at another educational institution.
Cross Credit (CC)	Credit at course or standard level for a course or standard awarded towards another programme at Toi Ohomai or another educational institution.

Term	Description
Delegated authority	Kaimahi who has been given the right to make decisions on specific matters by Toi Ohomai Council in collaboration with Academic Committee.
Delivery	The various aspects of a provided learning experience, including the content and context of the programme, resources, kaimahi, learning and teaching strategies and assessment activities.
Distance online	Delivery through an online learning management system [LMS] which may include webinars / virtual lectures (recorded or live), online tutorials and discussions (synchronous or asynchronous), individual and group work
Education Code of Practice	The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021
Equivalent Full-time Student (EFTS)	Equivalent full-time student (EFTS) is a measure of the workload associated with a course, programme, or qualification. One EFT unit is defined as the ākonga workload that would normally be carried out in a single academic year (12-month period) by an ākonga enrolled full-time and generally equates to 120 credits.
Formal award	A Qualification or Micro-credential achieved on successful completion of a programme approved by NZQA.
Industry Skills Boards (ISBs)	Established to replace Workforce Development Councils, ISBs will be industry led, responsible for setting training standards and endorsing programmes across specific sectors. They will begin operating in January 2026.
Iwi	Extended kinship group or tribe or people. Often refers to a large group of people descended from a common ancestor and associated with a distinct territory.
Kaiako	Teacher or facilitator of learning
Kaimahi	Toi Ohomai staff member, includes kaiako, ākonga support, and allied services.
Kaupapa	The purpose and goals of an organisation.
Kaupapa Māori	Initiatives, elements, or ideas, that reflect a Māori world view.
Learning and Quality Standards Committee (LQSC)	The Learning and Quality Standards Committee is a sub-committee of Academic Committee. Responsible for maintaining academic standards.
Level	The ten levels of the New Zealand Qualifications Framework . Levels are based on complexity, with Level 1 the least complex and Level 10 the most complex. All qualifications on the NZQCF are assigned on the 10 levels.
Mātauranga	Knowledge
Mātauranga Māori	Māori knowledge in its widest and broadest terms and includes all aspects of Māori culture.
Micro-credential	A stand-alone education product with set learning outcomes, intended to enable ākonga to access specific knowledge and skills in a cost-effective and time-efficient way. They are smaller than qualifications, with a tight focus on developing skills to meet the immediate needs of industry, employers, iwi, and/or community. They are listed on the NZQFC.
New Zealand Record of Achievement (NZRoA)	An individual ākonga transcript of all the New Zealand qualifications completed, micro-credentials and standards achieved by an ākonga, as reported by an NZQA-consented education provider and university.

Term	Description
Notional Learning Hours	Notional learning hours comprise all planned learning activities leading toward the achievement of programme or qualification learning outcomes. Ten notional learning hours equals one credit.
National Student Index (NSI)	The National Student Index (NSI) is the system maintained by the Ministry of Education that contains registration details for all ākonga known to the Ministry. The NSI assigns a lifetime identification number (NSN, National Ākonga Number) to each ākonga.
New Zealand Qualifications Authority (NZQA)	New Zealand Qualifications Authority is the New Zealand government Crown entity tasked with administering educational assessment and qualifications and managing the New Zealand Qualifications and Credentials Framework (NZQCF).
New Zealand Qualifications and Credentials Framework (NZQCF)	All secondary and tertiary qualifications and credentials approved by NZQA or Universities New Zealand are listed on the NZQCF and come with an assurance of quality that is recognised and trusted worldwide.
Outcome	Refer to learning outcome .
Programme (of study)	A coherent arrangement of learning or training that is based on clear and consistent aims, content, outcomes, and assessment practices, and which leads to a qualification on the NZQCF.
Provider-based Learning	Provider-based learning comprises learning mainly delivered on a campus or other educational setting, or online. It may include work-integrated learning.
QMS	Quality Management System.
Qualification	A certificate, diploma, or degree approved and accredited by NZQA and listed on the NZQCF .
Rangahau	Kaupapa Māori research that challenges the 'ordinary' or notion of normal that has been constructed by the dominant culture, and seeks to identify and uphold Māori views, solutions, and ways of knowing. It is about empowering Māori people, voice, processes, and knowledge.
Recognising Prior Knowledge and Skills (RPKS)	Toi Ohomai overarching term for assessing and recognising prior knowledge, skills, and learning to award credit towards a qualification, course, or standard. The credit may be from previously credited learning or non-credited learning. Recognising prior knowledge, skills, and learning and awarding credit is undertaken by evaluating ākonga skills and knowledge in relation to the graduate profile or other learning outcomes of a programme, component of learning, or assessment standard.
Recognition of Prior Learning (RPL)	A process that involves formal assessment of ākonga relevant and current knowledge and skills (gained through prior learning) to determine achievement of learning outcomes of a qualification for the purpose of awarding credit towards that qualification. RPL does not include credit recognition and transfer.
Stakeholders	Individuals, groups, or organisations with an interest (or 'stake') in the outcome of a qualification.
Summative Assessment	Assessment activities that contribute to ākonga final results for a course. Summative assessment provides ākonga with a specific measure of their achievement in relation to course learning outcomes. Successful completion

Term	Description
	of a summative assessment demonstrates that ākonga have met the requirements for specific learning outcomes which may lead to progression and/or completion within the programme.
Tertiary Education Commission (TEC)	Tertiary Education Commission is a Crown agency that leads the government's relationship with the tertiary education sector, investing government funding in tertiary education organisations (TEOs) and providing career services from education to employment.
Training agreement	An agreement between an employer, an employee, and Toi Ohomai that relates to the employee's receipt of, or provides for the employee to receive, vocational education and training (whether provided by the employer or some other person)
Transcript	A formal record of enrolment and/or achievement issued by an education or training provider.
Unified programme	A single programme, approved by NZQA as 6683 Te Pūkenga, delivered in multiple locations or delivery modes across the former Te Pūkenga – New Zealand Institute of Skills and Technology network. As of 01 January 2026, each unified programme will have one approval holder from within the polytechnic sector. All other polytechnics with previous Te Pūkenga delivery site approval of that programme will gain NZQA Accreditation. Te Kawa Maioororo Regulatory Framework remains applicable to all unified programmes.
Unit standard	A nationally registered, coherent set of learning outcomes and associated evidence requirements, together with technical and management information that supports delivery and assessment . All unit standards are registered on the Directory of Assessment Standards assigned a level and a credit value, and may contribute to the award of a qualification.
Variation to delivery	When Toi Ohomai needs to alter hours or delivery weeks to benefit a student cohort or industry requirements but continues to ensure the programme is delivered based on the total amount of notional learning hours required, as outlined in the approved programme of study.
Withdrawal period	The lesser of one month (30 days) from the start date or 10 per cent of the duration of a programme, or a course within the programme.
Work-Integrated Learning (WIL)	An umbrella term that describes a range of approaches that facilitate learning by connecting or integrating experiences across educational and workplace contexts in which feedback from clients and others from industry and community is integral to the experience.

APPENDIX ONE: ACADEMIC DELEGATIONS

Any reference to “delegated authority” within the Regulatory Framework is listed in the table below:

Matter being delegated	Chief Executive	Executive Leadership Team	Head of School	Programme Manager	Kaimahi
Part 3 Section 1: Enrolment					
1.2 Discretionary Admission – Approval for admission of an ākonga who is not yet 20 years of age	X	X	Yes	X	X
1.2 Discretionary Admission – Approval for admission of an ākonga who is aged under 16 years	X	Yes - Executive Director Academic Delivery and Development	X	X	X
1.3 Payment – Fee waiver approval	X	Yes - Executive Director Academic Delivery and Development	X	X	X
1.2 Late Enrolment - acceptance	X	Yes - Executive Director Academic Delivery and Development	X	X	X
1.4 Transfer of Enrolment	X	X	Yes	X	X
1.5 Refusal of Enrolment – learner does not meet entry requirements		Yes- Executive Director Academic Delivery and Development			Yes (limited to Enrolment kaimahi)
1.5 Refusal or Cancellation of Enrolment in specific circumstances (other than not meeting entry requirements)	X	Yes- Executive Director Academic Delivery and Development	Yes	X	X
1.6 No Show - Cancellation of enrolment	X	Yes- Executive Director Academic Delivery and Development	X	X	X
1.6 Withdrawal - Withdrawal after the withdrawal period	X	Yes- Executive Director Academic Delivery and Development	X	X	X
1.6 Withdrawal - Withdrawal by Toi Ohomai of Disengaged Ākonga	X	Yes - Executive Director Academic Delivery and Development	X	X	X
1.9 Ākonga nō Tāwahi Transfers and Withdrawals – refund amount	X	Yes -Executive Director Academic Delivery and Development	X	X	X

Matter being delegated	Chief Executive	Executive Leadership Team	Head of School	Programme Manager	Kaimahi
1.10 Programme/Course Cancellation or postponement	X	Yes - Executive Director Academic Delivery and Development	X	X	X
Part 3 Section 4: Learning and Teaching					
4.2 Progress – enrolment withdrawn or reenrolment declined	X	X	Yes	X	X
4.2 Progress – extensions for post-graduate ākonga	X	Yes – If beyond three months of the course end date	Yes- If within three months of the course end date	X	X
6.2 Assessment in te reo Māori - exceptions	X	X	Yes	X	X
6.5 Variations to Assessment	X	Yes - Extensions: Beyond three months of the course end date	Yes - Extensions: Within three months of the course end date	Yes - except for Assessment Extensions beyond the course end date	X
6.6 Assessment Concession	X	X	X	Yes	X
6.13 Notification of Final Course or Programme Outcomes – exception to return of outcomes timeframe	X	X	X	Yes	X
6.14 Reassessment Opportunities - discretion to offer opportunity and type	X	X	X	Yes	X
6.18 Reconsideration of Assessment Decisions – action in response to investigation	X	X	X	Yes	X
6.19 Reconsideration of Course Final Grade – action in response to investigation	X	X	Yes	X	X

Please read this Table in conjunction with the Toi Ohomai Delegations Register Schedule of Management Sub-delegations C3: Academic Operational (relevant to the Executive Director Academic Development and Delivery only), available on Te Aka.

APPENDIX TWO: LEGACY GRADING SCHEMES AND GRADE KEYS

Transition arrangements: Legacy programmes continue to use their approved grade tables as set out in programme information and this **Appendix Two Legacy Grading Schemes and Grade Keys**. Unless otherwise stated in the programme regulations, the **Administration grades apply to all Toi Ohomai programmes of study**. Transition arrangements to bring legacy programmes into alignment with the Grade Schemes and Grade Keys set out in this section 6.15 Grading will be defined in programme development procedures.

GRADES FOR COURSE ASSESSMENTS

The following tables set out the results and grades that are used for assessments within a course.

Courses using Competency Based Assessment

Assessments using Ungraded Competency

In courses with ungraded competency-based assessment, results against an assessment (or unit standard) will be recorded as follows:

ASSESSMENT RESULT	RESULT	DEFINITION
Achieved	A	The ākonga has successfully passed the assessment.
Not achieved	N	The ākonga has attempted the assessment and not passed.
Credit transfer	CT	The ākonga has completed the same assessment or unit standard in another qualification or institution. In the case of a unit standard, credit will not be reported to NZQA.
Not assessed	NA	The ākonga has not attempted this assessment. This result will apply where the assessment is an elective within the course, or where the assessment was required but the ākonga has not attempted it.

Assessments using Graded Competency

In courses with graded competency-based assessment, results against an assessment (or achievement standard) will be recorded as follows:

ASSESSMENT RESULT	RESULT	DEFINITION
Achieved	A	The ākonga has successfully demonstrated competency in the assessment.
Achieved with Merit	M	The ākonga has successfully demonstrated competency in the assessment with very good performance.
Achieved with Excellence	E	The ākonga has successfully demonstrated competency in the assessment with outstanding performance.
Not achieved	N	The ākonga has attempted the assessment and not passed.
Credit transfer	CT	The ākonga has completed the same assessment or unit standard in another qualification or institution. In the case of a unit standard credit will not be reported to NZQA.
Not assessed	NA	The ākonga has not attempted this assessment. This result will apply where the assessment is an elective within the course, or where the assessment was required but the ākonga has not attempted it.

Assignments/Assessment using Achievement Based Assessment

For each assessment in the course, a mark will be entered between 0-100.

COURSE RESULTS AND GRADES

The following tables set out the results and grades that are used for reporting final course achievements.

Competency Based Courses

Ungraded Competency

In courses with ungraded competency the following course grades will apply:

COURSE RESULT	GRADE
Pass	P
No Pass	NP

Graded Competency

In courses with graded competency the following course grades will apply:

COURSE RESULT	GRADE
Pass with Excellence	PE
Pass with Merit	PM
Pass	P
No Pass	NP

Other Grades

Other grades that may be awarded for particular circumstances in competency-based courses – these apply to both ungraded and graded competency:

COURSE RESULT	GRADE
Course credit awarded by Credit Transfer	CT
Course credit awarded by Cross Credit	CC
Course credit awarded by Recognition of Prior Learning	RPL
Course credit awarded by Recognition of Current Competency	RCC
Withdrawn	W

a. Courses using Achievement Based Assessment

In courses in which grades are allocated according to the level of achievement, the results will be awarded according to the following grading scheme.

Graded achievement (except where otherwise specified in Programme Regulations)

COURSE MARKS	GRADE	OUTCOME
90 - 100	A+	Pass
85 - 89	A	Pass
80 - 84	A-	Pass
75 - 79	B+	Pass
70 - 74	B	Pass
65 - 69	B-	Pass
60 - 64	C+	Pass
55 - 59	C	Pass
50 - 54	C-	Pass
40 - 49	D	No Pass
0 - 39	E	No Pass

Other Grades that may be Awarded for Particular Circumstances

COURSE RESULT	GRADE
Aegrotat	Apply relevant grade as approved by results approval process.
Restricted pass	RP
Course credit awarded by unspecified credit	UC
Course credit awarded by Credit Transfer	CT
Course credit awarded by Cross Credit	CC
Course credit awarded by Recognition of Prior Learning	RPL
Course credit awarded by Recognition of Current Competency	RCC
Not passed due to non-achievement of some set requirement	N
Withdrawn	W

Other programme specific grades may be defined in programme regulations approved by the Academic Committee.

