General Academic Regulations

2023

GAR	GENERAL ACADEMIC REGULATIONS		
APPROVED BY	**Academic Board**	VERSION	**2023**
STAKEHOLDERS	Te Taiurungi, Principal	Last reviewed	2022
	Academic Dean	Published	Dec 2022
	PROFESSIONAL LEADS	Review period	Yearly
		Next review	2024
RELATED DOCS	All policies and procedures		
PURPOSE	BTI regulations which apply to all awards (described as a degree, or the description of which includes the word certificate, diploma, bachelor, graduate certificate, graduate diploma, postgraduate diploma, master, doctor) granted by Bethlehem Tertiary Institute (BTI) to all BTI students (including full-time and part-time, onsite and those who study via distance).		

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1   Introduction

1.1   Introduction

1.1.1   These regulations are the General Academic Regulations of Bethlehem Tertiary Institute (previously Bethlehem Teachers College, Bethlehem Institute of Education and Bethlehem Institute). Originally coming into effect from 1 February 1994, the regulations have been revised with the introduction of a Diploma of Teaching and B. Ed Degree in 1996, a B.Ed. (Teaching) degree and Diploma ofChildren's Ministries in 2000, a Bachelor of Counselling degree and a Diploma of Counselling in 2001 and a Diploma of Communication and Expressive Arts in 2003. Blended delivery systems were accommodated in 2003. A Diploma of Teaching (Early Childhood) approved in 2005 has required further refinement of the GAR. NZQA approval for a Diploma of Teaching Studies in 2006 and for the Graduate Certificate of Christian Education and Graduate Diploma of Christian Education (2007) resulted in further revision and again in 2010 after the approval of the Diploma in Teaching (EC). In 2012 the Bachelor of Social Work was approved and in 2014 approval was gained for the Postgraduate Diploma of Professional Practice and the Master of Professional Practice.

1.1.2   These regulations shall apply to all awards granted by Bethlehem Tertiary Institute. The regulations prescribe the conditions under which such awards shall be given.

1.1.3   The Bethlehem Tertiary Institute Academic Board reserves the right to amend these regulations at any time.

2   Admission to Tertiary Programmes

2.1   Admission to Tertiary Programmes

2.1.1   These regulations pertain to both full-time and part-time students, onsite and those who study via distance.

2.1.2   The general requirement for admission is that a student demonstrates a strong likelihood of successfully achieving the standards required for the tertiary award sought. To this end, Bethlehem Tertiary Institute uses multiple admission criteria covering:

a)   Potential ability to achieve academically and professionally;

b)   Prior academic and professional experience and qualifications;

c)   Character qualities, including a call to service and an empathy with the aims and objectives of the Institute;

d)   Awareness of and willingness to participate and contribute to Treaty-based relationships within Aotearoa New Zealand;

e)   Oral and written communication skills;

f)   Applicants must demonstrate competency in the use of general information communication technologies

g)   Involvement in relevant cultural, social, sporting and community activities; and

h)   Personal suitability for the intended or current vocation.

2.1.3   Specific academic requirements for each programme are described in detail in each of the Programme Regulations documents.

2.2 Special Admission

2.2.1 Applicants who do not meet all the requirements in 2.1.2 above in full, but who show evidence of likely success in a tertiary programme may, within the parameters of the qualification's own Programme Regulations, be granted special admission at the discretion of the Student Selection Panel. Such admission relates to substantial work experience or education in the field of endeavour and requires Academic Board approval.

2.3 Provisional Admission

2.3.1 Applicants who do not meet all the requirements 2.1.2 above in full, but who show evidence of likely success in a tertiary programme may, within the parameters of the qualification's own Programme Regulations, be granted provisional admission at the discretion of the Student Selection Panel. Such admission relates to possession of a lower academic qualification than the requirements for university entrance as established by NZQA and sector professional bodies, but which is counterbalanced by a strong call to the vocational field, rich life experience and qualifications other than programme-related ones.

2.3.2 A student gaining provisional admission shall have their academic achievement reviewed in their first year of studentship. The student shall not proceed to the second year of study unless academic and professional progress is at least at a passing standard.

2.3.3 Provisional Studentship Status: students who do not meet all the requirements for entry under 2.1.1 and are permitted Provisional Admission (2.3.1) will not hold a full studentship status until such has been confirmed by Academic Board following successful academic and professional achievement over the course of the student's first year of study.

2.4 Ad Eundem Admission

2.4.1 Where an applicant has gained appropriate qualifications validated by the New Zealand Qualifications Authority, ad eundem admission may be granted.

2.5 Restricted Enrolment to a Course

2.5.1 Applicants who meet the requirements for entry to tertiary study, may wish to enrol in an individual course for personal interest or as an introduction to study prior to a formal commitment at a later stage. Such applicants may be granted a restricted enrolment in a particular course at the discretion of the Professional Leader.

2.5.2 A student gaining restricted entry will engage in formal study until the conclusion of their course, following which their restricted status will cease.

2.5.3 In the case of applicants seeking a restricted enrolment, the relevant course educator will carry the responsibility for selection and admission, drawing in other programme team members as necessary.

2.5.4 See Policy *SA.33 Restricted Enrolment* for further information on the nature of this enrolment.

2.6 Audit

2.6.1 Students wishing to participate in specific tertiary courses while not being formally registered, may apply to the Professional Leader or nominee to 'audit' a course. See Policy *SA.03 Auditing* for more information regarding this process.

2.7 International Student Admission

2.7.1 Applicants shall be required to meet all criteria in 2.1.2 above.

2.7.2 See Policy **SG.38 Enrolment of International Students** for further information on the nature of this enrolment.

2.7.3 See specific **Programme Regulations** regarding the level of English required for each programme.

2.8 Recognition of Credit Transfer and Prior Learning

2.8.1 **SA.22 Credit Transfer and Recognition of Prior Learning** policy applies to credit transfer, cross-crediting and prior experiential learning.

2.9 Multiple Enrolments

2.9.1 The Institute does not encourage enrolment at two tertiary institutes simultaneously. The Academic Board may, on application from a student and with support from the Professional/Programme Lead, approve a multiple enrolment under exceptional circumstances.

2.10 Student Selection

2.10.1 Applicants will be required to provide contact details three referees, from whom confidential reports will be sought.

2.10.2 Membership of Selection Panels shall vary depending upon the programme in which the applicant intends to study.

2.10.3 Onsite interviews (or Skype or telephone interviews if distance is an issue) will be conducted with all applicants.

2.10.4 Successful candidates will be offered a studentship. The maximum number of studentships within any programme in any one academic year shall be determined by the Executive Leadership Team.

3 Institute Awards

3.1 Awards & Credit Points

3.1.1 Awards granted by Bethlehem Tertiary Institute shall be based on successful completion of all programme and course requirements measured by credit points from grades gained from passing courses at a defined level, or granted on the basis of equivalent study or experience in accordance with SA.22 Credit Transfer and Recognition of Prior Learning policy.

3.1.2 The number of credit points from successful completion of a course relates to the full-time work that is required to complete the course. Thus, in each of the tertiary programmes, each credit shall notionally represent 1/120 of a full-time year's work or 10 learning hours.

3.1.3 Credits shall be classified according to the developing level of intellectual demand, complexity of theory and skills, and research and theory-based practice. Awards shall be made on the completion of an approved programme of study in which a minimum of credits has been accumulated as per the Programme Regulations.

3.1.4 In addition to meeting the required credit points, graduation with an award requires the successful completion of the Block courses listed in the programme regulations. No credit points are awarded for these Block courses.

3.1.5   The awards shall be conferred following resolution by the Academic Board. The Board can refuse to confer an award, or withdraw an award, should the Board be convinced that a student is in breach of academic regulations, or has committed dishonest practice in relation to the award, or has made any misleading or untrue statements in relation to the award, or has not completed payment of tuition fees, levies and other notified institutional charges.

3.1.6   Acknowledgment of a student achieving an award with distinction (see Policy **SA.07 GradingSystem for Academic Courses** for further information) will be made both on the award certificate and at the graduation ceremony.

3.2   Student Assessment

3.2.1   Assessment of student achievement shall be against expected learning intentions and shall be both formative and summative in nature. It shall include assessment of developing competency in interactive practice during practicum, field-based or professional practice experiences.

3.2.2   Credit for courses may be on the basis of cumulative assessment related to:
a)   assignments;
b)   assignments and an in-class assessment task;
c)   assignments plus a formal examination.

3.2.3   Students shall complete all assessable tasks, meet any Terms as stated in the Course Outline and shall meet all attendance requirements as outlined in Policy **SA.02 Attendance**.

3.2.4   In order to meet the requirements to pass a course, the learner must meet ALL learning intentions as outlined in the course guidelines. Learners must receive a minimum CP in all assessments to satisfy having met the learning intentions.

3.2.5   Individual course outlines clearly state assessment requirements and the following is made known to all students at the beginning of the course:
a)   the overall requirements for satisfactory completion of the course;
b)   how and when particular learning objectives will be assessed;
c)   the percentage weighting for each assessable task in the course.

3.2.6   There shall be a pattern of consistency in difficulty level for assessable tasks across each year level's courses, as well as for increasing difficulty year to year as established on the New Zealand Qualifications Framework.

3.2.7   Work presented by a student for assessment must be work of that student. It must not be submitted in any other course or programme unless specially sanctioned in writing by the Professional/Programme Lead. See Policy **SA.19 Plagiarism** for further information.

3.2.8   The grading system for academic courses (both individual assignments and the final course grade) and practicum, field placement or professional practice experiences is detailed in Policy **SA.07 Grading System for Academic Courses**.

3.2.9   Such grades shall be moderated and ratified by a Board of Examiners and the achievement patterns within and across courses for any given year shall be reported to Academic Board.

3.2.10   A sample of assessable tasks shall be moderated in every academic course by educators working with a colleague who has interest and expertise in the course subject field.

3.2.11   All assessments in a course will be internally moderated on a regular cycle, over the course of 3 years with at least 1 assessment per year.

3.2.12   All assessments with a failing grade shall be moderated.

3.2.13   External moderation of student work shall occur in certain courses on a regular cycle as established

at the time of programme approval/re-approval or re-recognition.

3.2.14   Students shall be informed of their results in respect of course credits at the end of each semester in the form of an interim transcript.

3.2.15   Students shall be informed of their overall results in respect of course credits at the end of their programme in the form of a final signed transcript.

3.2.16   Policy **SA.27 The Use of Te Reo Māori for Assessment** is in place for the assessment of assignments in Te Reo Māori.

3.2.17   Competency in practicum, field placement or professional practice experience as described in published criteria shall be documented each year by means of reports from associate teachers or supervisors, visiting tutors/educators and students.

3.2.18   Accurate records are maintained for enrolments, attendance, assessments, Board of Examiners' meetings, practicum/field placement or professional practice experience reports, academictranscripts and student academic-professional profiles. In light of the Privacy Act 2020, a contractual agreement is made with each student that guarantees:

> a. accurate and secure storage of evaluative information, and
>
> b. provision of such information for statistical purposes only, and
>
> c. available only to those educational services which are legally entitled to it.

3.2.19   Results as indicated in 3.2.16 are able to be reported in statistical form year by year, and course by course.

3.2.20   At the appropriate Board of Examiners meeting, requirements for students to remedy course failure are tabled.

3.2.21   Through request to their Professional/Programme Lead, students have the opportunity to confirm the accuracy of assessment information as reported on their interim or final transcript. Any changes to assessment information must be ratified by that Board of Examiners at its next meeting.

3.2.22   Policies **SA.07 Grading System for Academic Courses**, **SA.12 Late Assignments**, re-consideration of grades (GAR 3.5) and remedying course failure (GAR 3.6) shall be available to all students.

3.3   Conceded Pass

3.3.1   At the discretion of the course educator, and in line with the course terms, a student may be granted the right to re-submit a failed assignment within a reasonable time-frame, the proviso being that the maximum grade for a re-submitted assignment shall be a Conceded Pass (50%). Students shall receive no more than **one** CP per paper (ie, one assignment per paper given a CP) in order to pass the paper.

3.4   Aegrotat Pass/Impaired Performance

3.4.1   Where a student believes that a potential failure or lower than expected grade for a course relates to medical or personal factors, the student may apply in writing for consideration of an aegrotat pass or impaired performance, whichever applies.

3.4.2   To be considered for an aegrotat pass or consideration of impaired performance, a student must apply in writing requesting a meeting with the programme Professional Leader within fourteen days following the date of a test, examination or assignment. The application should be accompanied by amedical certificate or other appropriate documentary evidence about the circumstances that may have impaired academic performance, or which caused absence from a test or examination.

3.4.3   An Aegrotat sub-committee of the Board of Examiners shall consider all applications for aegrotat or impaired performance. In the case of an application regarding impaired performance, the

recommendation of the course educator for a final grade shall be sought. In the case of 'missed' assessment task(s), the Aegrotat Committee shall make a decision with respect to the student's performance in other course task(s) and, if these are at a passing level, may recommend a final course grade of 'aegrotat pass' (AEG).

3.5   Appeals against a Grade

3.5.1   Appeals against an assignment grade

3.5.1.1   Should a student believe that a particular assessable task has been graded lower than expected, or that a course task has been incorrectly marked, in the first instance the student should specify in writing to the course educator, the reason for their request for reconsideration in light of the assessment criteria for the assignment.

3.5.1.2   Reconsideration may lead or not lead to change, and to either lowering or raising of a grade.

3.5.1.3   When educator and student cannot agree on a reconsidered assessment, a second educator opinion may be sought by the educator making the initial assessment. Should student dissatisfaction continue, the Professional/Programme Lead shall make a decision on the grade to be awarded.

3.5.2   Appeals against a course grade

3.5.2.1   A student may appeal the grade given for a course if it can be shown that there was an irregularity in the assessment procedure or in the Board of Examiners' procedures; or if additional information has emerged that was not available or could not reasonably have been made available to the Board of Examiners at the time of its decision.

3.5.2.2   An appeal against a grade shall be made by a student in writing to the Academic Appeals Sub-Committee of the Academic Board within fourteen days of receiving a final course grade on an academic transcript.

3.5.2.3   The student making a written appeal shall be invited to appear before the Academic Appeals Sub-Committee and may be accompanied by the student representative to the Academic Board, or by another student chosen by the appellant.

3.5.2.4   The Academic Appeals Sub-Committee shall consider the student's letter of appeal, the student's submission during the hearing, and a submission by the educator concerned. It may uphold or dismiss the appeal, and may confirm, raise or lower the appealed grade. The sub-committee's recommendations shall be reported to the Academic Board for that Board's decision which shall be final.

3.6   Remedying Course Failure

3.6.1   Course failure through poor performance, non-completion of course assignments or poor attendance shall be noted by the Board of Examiners, with referral to the Student Review Committee as guided by 4.1.2 a).

3.6.2   In the event of an 'in progress' (for whatever reason) or course failure being recorded for academic papers at the BOE meeting, all required remedial work shall be completed by an institutional due date, and grades brought to a follow-up BOE meeting. The due date shall be set by the Board of Examiners and communicated to all staff and students.

3.6.3   Failure in one or two semester courses will mean referral of a student to the Professional/Programme Lead who, in discussion with the educator(s) concerned, shall determine how failure may be remedied. The decision will be relayed to the student in writing and will involve details for remedying failure as well as an indication of course fees (See addendum SA.07 Grading System for Academic Courses).

Remedying course failure may involve one or more of the following:

a) Completion of missing assignment, test or examination work;

b) Repeat a particular module, assignment, test or examination work;

c) Undertaking a specially devised research project;

d) Completing a Special Topic paper designed to address the remediation requirements;

e) Repeating a course.

3.6.4 A failing course grade of D+ or below may be remedied by the student completing one of the options 3.6.3 a) – e). The selection of such an option will be decided by the course educator in conjunction with the Professional/Programme Lead.

3.6.5 A course grade of E or below may only be remedied by the student completing option 3.6.3 e).

3.6.6 Where a student remedies a failing grade via 3.6.3 a) or b), the grade from the remediated course component will replace the original grade for that course component in order to calculate the final grade.

4   Studentship Status

4.1   Review of Studentship

4.1.1 The Student Review Sub-committee is an ad hoc sub-committee of the Academic Board.

4.1.2 The Studentship Review Sub-committee shall conduct a studentship review when a student:

a) Has half or more failing courses at the end of any academic semester.

b) Does not meet the criteria for professional review

c) Has not produced sufficient evidence for a "provisional" student status to be lifted after the end of the first year of study.

d) Is considered unsuitable for the field of work to which their study leads.

e) Has not satisfactorily met the requirements in one or more practicums.

f) Is considered to have intentionally plagiarised material for assignment purposes.

g) Receives a record of a conviction as a result of an application for a Police Clearance Record required after successful admission to a tertiary programme.

h) Commits a serious misdemeanor such as a criminal offence of any kind, persistently breaching Institute Regulations, persistently harassing others, or participating in any activity that brings the Institute into disrepute.

i) Fails the same academic paper on two occasions.

j) Repeatedly failing to meet progress requirements set out in the MPPL Course Outline including; fails to meet deadlines for submission of research proposal, ethics application, progress reports or final submission; or fails to meet attendance expectations for supervision meetings.

4.1.3 The Studentship Review Sub-committee shall involve one or more interviews with a student as necessary. An interview may include teaching staff who have taught a student and/or Ngā Maunga Āwhina (NMA) or Cohort Mentor. Any student taking part in a Studentship Review may bring to an interview a support person from the student community, or a family member.

4.1.4 After its review, the Studentship Review Sub-committee shall recommend to Academic Board one of the following:

a) That the studentship be upheld with special requirements.

b) That the studentship be deferred for one year in the first instance with right of re-entry.

c) That the studentship be deferred for one year, with conditions to be met for re-entry but with a

formal interview required by the Student Selection and Admissions Committee to assess potential for success before granting re-entry.

d) That the studentship be terminated.

4.1.5 Where a studentship is terminated, there shall be no refund of fees for the current semester or year whichever is applicable.

4.1.6 Recommendations by the Studentship Review Sub-committee shall require ratification by the Academic Board.

4.1.7 In cases of termination due to academic performance, students shall have recourse to the Academic Appeals Sub-Committee of Academic Board.

4.2 Withdrawal

4.2.1 Any full-time or part-time student who withdraws from a programme or course more than two (2) weeks prior to the published start date shall have CNL (cancelled) entered in their student record and nothing will appear on their transcript. They do not need to complete formal documentation for this.

4.2.2 Any full-time or part-time student who withdraws from a programme or course before the published withdrawal deadline (including the period 2 weeks prior to the published start date through to the published withdrawal deadline), completes the formal documentation and receives approval for withdrawal from the Professional/Programme Lead, Cohort Mentor/NMA (Student support), shall have WD entered in their student record and on their transcript.

4.2.3 Any full-time or part-time student who withdraws from a programme or course after the published withdrawal deadline but within the first half of the academic semester, completes the formal documentation, and receives approval for withdrawal from Cohort Mentor/NMA (Student support) and the Programme/Professional Lead, shall have LWD (late withdrawal) entered in their student record and WD on their transcript.

4.2.4 If a student ceases to attend and/or complete required learning activities but does not withdraw formally, or withdraws after the halfway (mid) point of the academic semester, this shall be deemed an informal withdrawal and DNC shall be entered in the student record.

4.2.5 Eligibility for refund of fees is dependent upon formal withdrawal being made as determined by the guidelines of Policy *SG.23 Refund of Student Fees*.

4.2.6 Students who have previously withdrawn from a programme and who wish to re-enter the Institute shall have a formal interview with a selection panel in order to demonstrate that they meet entry requirements as per Programme Regulations.

4.2.7 Academic Board, at its June and September meetings, shall receive a report of all Withdrawals (WD) and Late Withdrawals (WDL) detailing reasons for such withdrawal

4.3 Deferral

4.3.1 In special circumstances a student may seek deferment from a course or programme. The regulations on withdrawal shall pertain also to deferment. Deferral shall be for a period of one (1) semester (6 months) or one (1) academic year (12 months) on approval of the Academic Board.

4.3.2 Three types of deferral will be considered:

a) Voluntary deferral after commencing a programme of study.

b) Voluntary deferral after formally accepting a studentship but before commencing a programme of study.

c) Recommended deferral following studentship review.

4.3.3 At the end of the deferral period students wishing to resume their studentship will enter into communication with the Professional/Programme Lead or nominee to consider any specific conditions that might apply prior to a return to the Institute.

4.3.4   Students not wishing to renew their studentship at the end of the deferral period need to formally advise the Programme Coordinator of their withdrawal from the programme.

4.4   Termination of Studentship

4.4.1   Upon the recommendation of the Review of Studentship Sub-Committee that a student has not shown sufficient progress in suitability for the field of work their study leads toward, or has committed an unredeemable misdemeanor, Academic Board may terminate the studentship.

4.4.2   A student whose studentship is terminated shall not be entitled to a refund of fees.

4.4.3   In the case of an international student who either requests to withdraw from their programme, or whose studentship is terminated by the Institute, the International Coordinator will inform NZ Immigration Authority, due to the visa link to studentship.

5   Fees

5.1   Payment of fees

5.1.1   Payment of tuition fees and Institute levies shall normally be a prerequisite for enrolment and participation in courses.

5.1.2   Students will receive a fees and levies schedule prior to the start of each academic year, detailing study costs. The published levies schedule will describe services covered by the levies.

5.1.3   The Institute's website shall include an up-to-date fees schedule for a full-time year of study in each year of the programme, as well as the fees for individual courses taken by part-time students. Additional course related costs will be published along with the fee schedule.

5.1.4   Programme information shall be available to applicants prior to the final date for making applications for admission, and the fees schedule, payment arrangements and student ability to handle fees payments shall all be discussed thoroughly during the interviewing of a student for admission.

5.1.5   No student shall be deemed to be enrolled unless all prescribed tuition fees have been paid and receipted. Under exceptional circumstances, and generally where a student does not qualify for a student loan, upon application to the Accountant, a student may be permitted to pay tuition fees on a semester by semester advance basis.

5.1.6   Policy *SG.16 Payment of Student Fees* details the expectations of the Institute.

5.1.7   In the exceptional case of a student debt related to a portion of unpaid fees, the Programme Administrator will withhold the student's results until such time as the debt is cleared.

5.1.8   In the case of a graduating student carrying a debt related to student fees, the Academic Board will not approve the conferring of the qualification until the debt has been cleared.

5.2   Refund of Fees

5.2.1   Students must be informed of withdrawal dates for refund of fees at the point of enrolment in each academic year.

5.2.2   Instances when no refund of fees will be made include the termination of studentship (ref 4.4.2); withdrawal or deferral from a course or programme without formal documentation and Academic Board approval. See Policy *SG.23 Refund of Student Fees* for further information relating to the refund of fees.

6 Programme Information & Evaluation

6.1 Programme Information

6.1.1 Each Institute award shall be supported by information which outlines the requirements of the programme and its component courses. This information will include promotional materials and formal programme documentation.

6.1.2 Annual Programme Information available to intending students shall provide information on programme elements and promotional materials together with other information on Bethlehem Tertiary Institute (mission, goals, values, admission requirements, accommodation and facilities on campus).

6.1.3 On registration all students, both onsite and distance, will have access to the Student Information website. This website provides information such as a summary of management and administrative structures and services, copies of student-related policies and relevant academic and programme regulations.

6.1.4 In respect of each course, course outlines shall indicate:

   a)   The course code and title

   b)   Credit points value

   c)   NZQA level

   d)   Any prerequisites

   e)   Programme rationale

   f)   Course description

   g)   The learning intentions

   h)   Details of how the course will be assessed

   i)   Required reading list

   j)   Indication of requirements for successful completion of the course

   k)   A course schedule

6.1.5 Details of assessments shall be included within the Course Outline. Each task will be linked to the learning intentions, indicate the relative weighting, due date and include a list of detailed assessment criteria against which the assignment will be graded. As per course terms, all learning intentions must be met in order to pass the course. In some instances, further details regarding individual assessment tasks may be published separately.

6.1.6 In the event of an assignment task design and criteria being co-constructed during the course of the paper, the final assignment description and criteria shall be recorded as an appendix to the institutional record of the outline.

6.2 Student Evaluation of Courses and Programmes

6.2.1 Student evaluation of individual courses will be conducted at the end of each semester for the purpose of gaining feedback for further refinement of course content and delivery.

6.2.2 Student programme evaluations will be conducted mid-year for the purpose of informing programme review and development.

6.2.3 Course Evaluation Reports will be tabled at the March (Semesters 0 and 2 previous year) and September (Semester One current year) Academic Board meetings and Programme Evaluation Reports will be tabled at the September Academic Board meeting.

6.3   Monitoring and Moderation

6.3.1   In accord with NZQA policy on the continuing approval and accreditation of programmes, the Institute shall have an appointed Monitor for each programme at the time of initial or continuing approval.

6.3.2   Programme reports will be prepared for the Monitor's visit and will include information such as student and staff statistics, staff research and professional development activities, programme changes approved by Academic Board, practicum reports, programme resourcing, credit transfer and recognition of prior learning reports, and responses to recommendations or suggestions made in the previous Monitor's report.

6.3.3   During the course of the academic year, Academic Board may call for short, formal reports on each Programme, focusing on aspects such as Monitor's visits, programme initiatives, programme semester evaluations and other issues of interest.

6.3.4   Academic Board will receive formal programme reports annually as identified in the Annual Reporting Plan. Such reports will inform monitoring process and the programme re-approval/re- recognition process. Areas identified should include student statistics related to QA processes, practicum/fieldwork/professional practice experience review, programme evaluations, programme changes, and reference to monitors' and moderators' reports. Recommendations regarding programme developments, resourcing and any specific programme issues should be made.

6.3.5   The Institute shall seek external authoritative peers from similar tertiary institutions to act as external moderators of the BTI courses with particular focus on internal moderation processes in accordance with Policy *SA.14 Moderation of Assessments*. External moderators shall have NZQA approval where necessary.

6.3.6   The summarised External Moderation report will be received by the Academic Board and such reports will be available to the Monitor during the annual visit.

7 Delivery

7.1 Dual Delivery

7.1.1 Dual Delivery NZQA Approved Programmes

7.1.2 Bethlehem Tertiary Institute's Tauranga site is approved and accredited to deliver the following programmes:

Programmes	
Bachelor of Counselling (Level 7)	NZQA approval in 2000 Re-approved in 2015
Bachelor of Social Work (Level 7)	NZQA approval gained in 2011 Re-recognition gained in 2021
Bachelor of Education (Teaching) ECE (Level 7)	NZQA approval in 2010 Re-approved in 2021
Bachelor of Education (Teaching) Primary (Level 7)	NZQA approval in 2010 Re-approved in 2021

7.2 Distance Learning Courses and Programmes

7.2.1 Distance Learning NZQA approved programmes

The Institute has gained approval from NZQA for delivery of the following programmes by distance learning:

Distance Learning NZQA Approved Programmes	
Graduate Diploma of Teaching (Secondary)	NZQA approval in 2009 Re-approved in 2021
NZ Certificate in Study and Career Preparation (Level 4)	NZQA approval in 2016
Postgraduate Diploma of Professional Practice and Leadership	NZQA approval in 2014 Re-approved in 2020
Master of Professional Practice and Leadership (MPPL)	NZQA approval in 2014 Re-approved in 2020
Micro-Credentials (801 The Trauma Responsive Organisation, 802 Burnout Fatigue Flourishing, 803 Responding to Crisis)	NZQA approval in 2022
Post Graduate Certificate in Responding to Trauma	NZQA approval in 2022

7.3 Practicum/Fieldwork/Professional Practice Experience

7.3.1 Practicum/Fieldwork/Professional Practice Experience Placement Coordinators are responsible for the selection of placements within professional practice settings such that the placement experience provides a range of experiences with regard to age, ability, socio-economic level and ethnic background. The Coordinators seek out appropriate placement sites for the particular student's needs, undertake telephone contact to assess, confirm and monitor the appropriateness/usefulness of the site and ensure that an adequate range of experiences is provided.

7.3.2 The Coordinators are typically responsible to ensure that all those involved in the placement are fully briefed and have access to all related information including:

a) General expectations and requirements of students;

b) Meetings or telephone consultations with practicum tutors or fieldwork supervisors before, during and at the end of a practicum or fieldwork placement;

c) Liaison and professional support visits to BTI students by BTI staff;

d) Briefing sessions with practicum tutors, associate teachers or fieldwork placement supervisors to provide comprehensive and on-going support for these students.

7.3.3 Procedures are in place for formative and summative evaluation of student progress in practice competency and professional attitude during practicum, fieldwork or professional practiceplacements:

a) Student professional self-evaluations against self-selected foci and institutional requirements;

b) Practicum tutor or fieldwork supervisor evaluations of on-going professional practice activities (informal and formal written), as well as a final written report;

c) Written feedback to students from BTI staff making liaison and professional support visits to practicum/fieldwork/professional practice experience contexts.

7.3.4 In the case of distance students, video recordings of their work, case studies and other reflections may be required to be sent to the Practicum Coordinator or Fieldwork Placement Coordinator during the term of the student's placement.

7.3.5 Potential practicum supervisors/associate teachers for distance students are assessed for suitability and then contracted to oversee a student's progress as described in the programme's approval documentation. This relationship is maintained by regular communication/contact to ensure student progress is monitored and changes negotiated as necessary. All BTI distance students on placement will receive a visit from a BTI staff member as agreed in programme requirements.

7.3.6 As part of the Institute's schedule of courses for external moderation, the final placement will involve a sample group of students (typically three with an anticipated range of grades), being visited by an appointed professional representative external moderator who will report on professional knowledge and skills as evidenced in practice.

7.4 Emergency Delivery Plan

7.4.1 Where local or national restrictions occur, protocols are normalised due to pandemics such as COVID-19, or emergencies or extreme circumstances arise, the following may occur in consultation with legislative/professional bodies:

a) up to 3 days absence from a practicum experience without need to require additional catch-up days,

b) calendar modifications to accommodate alternative dates for completion of practicum and courses so that all practicum and courses can be completed within the year structure,

c) onsite students move to a distance delivery mode,

d) onsite intensives move to a distance delivery mode for all or some students.

7.4.2 Any such changes would be documented and notified to NZQA.

8 QA Review

8.1 Quality Assurance (QA) Review

8.1.1 The Quality Assurance Committee will ensure that all aspects of the Institute's QA are regularly reviewed, and to this end a review schedule will display both the element for review as well as its path through the Institute's systems.

8.1.2 A three-year cycle of quality review applies to each part of QA. Such a review examines each area for its standards and the systems in place to achieve those standards.

9 Programme Review

9.1 Programme Review Steps

A major five or six year review of Programmes and their component courses includes the following steps:

a. Establishment by Academic Board of a Programme Critique Committee who will monitor the process on its behalf.

b. Development of a detailed plan for all required components of the review process, including extensive stakeholder consultation and taking into account feedback from past and current students.

c. Submission to the Programme Critique Committee of a document outlining the programme review, the programme revision, the stakeholder consultation and the delivery pattern(s). The Programme Critique Committee will summarise its critique and recommendations for the Academic Board.

d. Pre-approval of the Review Document by Academic Board for submission to NZQA and other related professional bodies. The submission should include current QA Guidelines and Policies as required by NZQA and the related professional bodies.

e. The quality review typically has the following phases:

   i. **Internal Self-Review**

   Analysis and evaluation of standards and systems by a Review Committee of staff using staff/student triangulation, recent research in the field/discipline, documentation of data, minutes of meetings, and enhancement plans

   ii. **External Review**

   Interviews with stakeholder representatives and peers in other tertiary institutions

   iii. **Reporting to Programme Critique Committee**

   Reporting to the Programme Critique Committee (who monitor and provide feedback on behalf of Academic Board) in accordance with an established schedule. Reporting will include synthesis of findings and recommendations from phases 1 and 2 above.

   iv. **Submission to NZQA and Professional Body**

   Submission to and engagement with NZQA and/or the professional body conducting the review.

   v. **Approval received for new iteration**

   vi. **Final implementation of new iteration of programme**