General Academic Regulations

2025

GAR	GENERAL ACADEMIC REGULATIONS			
APPROVED BY	**Academic Board**		Reviewed	**Dec 2024**
STAKEHOLDERS	PRINCIPAL		Minor edits	
	ACADEMIC DEAN		Review period	Yearly
	PROFESSIONAL LEADS / PROGRAMME LEADERS HEADS OF SCHOOLS		Next review	2025
RELATED DOCS	All policies and procedures			
PURPOSE	Bethlehem Tertiary Institute/Te Whare Tauira o Peterehema (BTI) regulations apply to all awards (described as a degree, or the description of which includes the word micro credential, certificate, diploma, bachelor, graduate certificate, graduate diploma, postgraduate diploma, or master) granted by BTI to all BTI students (including full-time and part-time, onsite and those who study via distance).			

TABLE OF CONTENTS

Contents

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 of Children'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 2009 after the approval of the Graduate Diploma in Teaching (Secondary), and 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. In 2021, the postgraduate programmes were revised to include an additional 'Leadership' paper, and these were renamed: Master of Professional Practice and Leadership (MPPL) and a Postgraduate Diploma in Professional Practice and Leadership (PGDip. PPL). In 2017, BTI offered the Level 4 NZ Certificate in Study and Career Preparation (renamed the NZ Certificate in Study and Employment Pathways in 2023). Three 5-credit micro-credentials in responding to trauma were approved to be delivered in 2022 and the 60-credit Postgraduate Certificate in Responding to Trauma (PGCRT) programme was delivered for the first time in 2023. Revisions to the GAR have been made to reflect the delivery of these new programmes. In 2024 the GAR was revised to reflect the change from PGDip.PPL to PGDip.PP (Professional Practice) and MPPL to MPP (Master of Professional Practice) with the following majors: Leadership, Trauma-Informed Therapy, & Trauma-Informed Leadership & Service.

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 considers the following:

   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 Te Tiriti o Waitangi based relationshipswithin Aotearoa New Zealand.

   e)   Oral and written communication skills in English.

   f)   Competency in the use of information communication technologies (ICT).

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

   h)   Personal suitability for the intended or current vocation.

   i)   Specific requirements set out in *Programme Regulations.*

2.2   Special Admission

2.2.1   Applicants who do not meet the programme regulation entry criteria, 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 the programme regulation entry criteria, 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, but 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 at the end of 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 have Provisional Admission (2.3.1) will not hold a full studentship status until such has been confirmed by the Academic Board following successful academic and professional achievement over the course of the student's first year of study.

2.4   Ad Eundem Admission/Discretionary Admission

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

2.5 Audit

2.5.1 Students intending to participate in specific tertiary courses while not being formally registered may apply to the Professional Lead/Programme Leader or nominee to 'audit' a course. See policy *SA.03 Auditing* for more information regarding this process.

2.6 International Student Admission

2.6.1 International student admission is guided by policy *SG.38 Enrolment of International Students*.

2.6.2 International applicants shall be required to meet the entry requirements as set out in the specific *Programme Regulations.*

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

2.7 Recognition of Credit Transfer and Prior Learning

2.7.1 *SA.22 Credit Transfer and Recognition of Prior Learning* policy applies to credit transfer (CT), cross-crediting (CC) and recognition of prior learning (RPL).

2.8 Multiple Enrolments

2.8.1 BTI encourages students to exercise caution when wanting to enrol in more than 120 credits per year across institutions.

2.9 Student Selection

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

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

2.9.3 Interviews (onsite or online) will be conducted with all applicants.

2.9.4 Successful candidates will be offered 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   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, student services fees, and other notified institutional charges.

3.1.6   Acknowledgment of a student achieving an award with distinction (see policy *SA.07 Grading System 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 course learning intention/outcomes. This may include written, oral, or practical assessment tasks, including interactive practice during practicum, field-based or professional experience placements.

3.2.2   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.*

3.2.3   In order to meet the requirements to pass a course, the learner must meet ALL learning intentions/outcomes as stated in the course outline. In the case where a learning intention/outcome is covered only by a single assessment, then a minimum of 50% in the assessment is required for the learning intention/outcome to be met. Individual course outlines clearly state assessment requirements and the following is made known toall students at the beginning of the course:

   a)   the overall requirements for satisfactory completion of the course.

   b)   how and when particular learning intentions/outcomes will be assessed.

   c)   the percentage weighting for each assessable task in the course.

3.2.4   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.

3.2.5   Work presented by a student for assessment must be the work of that student. It must not be submitted in any other course or programme unless specially sanctioned in writing by the Professional Lead/Programme Leader. See policies *SA.19 Plagiarism* and *SA.18 Use of AI* for further information.

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

3.2.7 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 the Academic Board.

3.2.8 A sample of assessable tasks shall be moderated in every academic course. See policy **SA.14 Moderation of Course and Assessments.**

3.2.9 All course assessments will be internally moderated on a regular cycle over 3 years with at least 1 assessment moderated per year. See policy **SA.14 Moderation of Course and Assessments.**

3.2.10 All assessments with a failing grade shall be moderated. See policy **SA.14 Moderation of Course and Assessments.**

3.2.11 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.

3.2.12 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.

3.2.13 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 transcript, signed by the Professional Lead/Programme Leader or Head of School

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

3.2.15 Competency in practicum, field placement or professional experience placement shall be informed by reports from those involved in the placement, such as associate teachers, supervisors, visiting educators, agency professionals, and students.

3.2.16 Accurate records are maintained for enrolments, attendance, assessments, Board of Examiners' meetings, practicum, field placement or professional experience placement reports, academic transcripts, 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. See policy **SA.31 Privacy Policy**

3.2.17 Records as indicated in 3.2.16 can be reported in statistical form year by year, and course by course.

3.2.18 At the appropriate Board of Examiners meeting, requirements for students to remedy course failure are tabled. See policy **A.10 Board of Examiners Processes and Grade Finalisation**

3.2.19 Through requests to their Professional Lead/Programme Leader, students can confirm the accuracy of assessment information as reported on their interim or final transcript. Any changes to assessment information must be ratified by the relevant Board of Examiners.

3.2.20 Policies **SA.07 Grading System for Academic Courses**, **SA.12 Late Assignments**, appeals against a grade (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 the timeframe of the course, 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 course (i.e., one assignment per course given a CP) in order to pass the course. See policy **SA.07 Grading System for Academic Courses.**

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 / impaired performance.

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

3.4.3 A sub-committee of the Board of Examiners (Aegrotat Committee) shall consider all applications for aegrotat / 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 satisfying the course learning intentions/outcomes and 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 within 14 days of receiving the grade, 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 Lead/Programme Leader shall decide 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 criteria 4.1.2 a.

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

date shall be set by the Board of Examiners and communicated to relevant staff and students.

3.6.3   Remediation of courses will be determined by the course educator/coordinator and approved by the Board of Examiners. Remediation may involve one or more of the following:

a)   Re-enrol to resubmit assignment(s).

b)   Re-enrol in full course.

c)   Requirements to complete course tasks.

d)   Additional tasks to demonstrate meeting course learning intentions.

3.6.4   The remediation decision will be communicated to the student in writing and will include specific details for remediation and the fees for remediation.

3.6.5   A failing course grade of D+, D, or D- may be remedied by the student completing one of the options outlined in 3.6.3.

3.6.6   A course grade of E or below may only be remedied by the student completing option 3.6.3b.

3.6.7   Where a student remedies a failing grade via 3.6.3a the grade from the remediated course component(s) will become the new final grade for the course

4   Studentship Status

4.1   Review of Studentship

4.1.1   The Studentship Review Committee is appointed by the relevant school and reports to the Academic Board.

4.1.2   The Studentship Review Committee shall conduct a studentship review when a student:

a)   Has failed 50% or more courses at the end of any academic semester.

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

c)   When doubts have been expressed about their suitability for the field of work to which their study leads.

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

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

f)   Receives a record of a conviction as a result of an application for a Police Clearance Record.

g)   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.

h)   Fails the same academic course on two occasions without extenuating circumstances.

i)   For MPP students, fails to meet progress requirements set out in the course outline including failing 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 Committee shall involve one or more interviews with a student, as necessary. An interview may include teaching staff who have taught the student and/or Ngā Maunga Āwhina, / Cohort Mentor, Academic Support staff (including Learning Advisors and/or Accessibility Support Coordinator). Any student taking part in a Studentship Review may bring a support person to an interview.

4.1.4   After the review, the Studentship Review Committee shall recommend to the 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 Committee shall require ratification by the Academic Board.

4.1.7   In cases of studentship 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 student who withdraws from a programme, course or micro-credential more than two 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 student who withdraws from a programme, course or micro-credential before the published withdrawal deadline (including the period two weeks prior to the published start date through to the published withdrawal deadline), completes the formal documentation shall have WD (withdrawal) entered in their student record and on their transcript.

4.2.3   Any student who withdraws from a programme, course or micro-credential after the published withdrawal deadline but within the first half of the academic semester, completes the formal documentation, 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 the 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 (did not complete) shall be entered in the student record.

4.2.5   In the case of an international student who requests to withdraw from their programme, the International Coordinator will inform NZ Immigration Authority, due to the visa link to studentship.

4.2.6   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*.

4.2.7   Students who have previously withdrawn from a programme and who wish to re-enter the Institute may require a formal interview to demonstrate that they meet entry requirements as per *Programme Regulations.*

4.2.8   The Academic Board shall receive a report of all withdrawals and late withdrawals detailing reasons for such withdrawals from the relevant Boards of Examiners.

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. Deferrals shall be for one semester (6 months) or one academic year (12 months) on approval of the Programme Leader/Programme Lead/Professional Lead.

4.3.2   Three types of deferrals 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 communicate with the Professional Lead/Programme Leader or nominee to consider any specific conditions that might apply prior to a return to the Institute.

4.4   Termination of Studentship

4.4.1   Upon the recommendation of the Studentship Review Committee that a studentship has been terminated, the Academic Board is advised.

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 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 student services fees shall normally be a prerequisite for enrolment and participation in courses. Policy *SG.16 Payment of Student Fees* details the expectations of the Institute.

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

5.1.3 The Institute's website shall include an up-to-date fees schedule for a full-time year of study and the fees for individual courses taken by part-time students.

5.1.4 In the case of a student debt related to a portion of unpaid fees, the Programme Administrator will withhold the student's transcript and suspend access to BTIonline until such time as the debt is cleared.

5.1.5 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 Withdrawal dates for refund of fees are published on BTIonline.

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 including other information on Bethlehem Tertiary Institute (mission, goals, values, admission requirements, and campus facilities).

6.1.2 Once enrolled, all students will have access to BTIonline. This portal provides information such as a summary of management and administrative structures and services, copies of student-related policies and relevant academic and programme regulations.

6.1.3 In respect of each course, course outlines shall include:

a) Course code and title

b) Credit points value

c) NZQA level

d) Any prerequisites

e) Programme / course rationale

f) Course description

g) The learning intentions/outcomes

h) Details of how the course will be assessed

i) Required reading list

j) Terms for successful completion of the course

k) Course schedule

l) Contact details for course coordinator/educator(s)

6.1.4 Details of assessments shall be included within the course outline. Each task will be linked to the learning intentions/outcomes, 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/outcomes must be met in order to pass the course.

6.1.5 In the event of an assignment task design and criteria being co-constructed with students during the course, 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

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 Course evaluation summary reports will be tabled at the relevant Academic Board meetings.

6.3 Monitoring and Moderation

6.3.1 In accordance 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 academic year, the 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   The Academic Board will receive formal programme reports annually as identified in the Academic Board Reporting Plan. Such reports will inform the monitoring process and the programme re-approval/re- recognition process. Areas identified should include student statistics related to QA processes, practicum/fieldwork/professional experience placement review, programme evaluations, programme changes, and reference to monitors' and moderators' reports. Recommendations regarding programme developments, resources and any specific programme issues should be included.

6.3.5   The Institute shall seek external authoritative peers from similar tertiary institutions to function 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 Blended Onsite and Blended Distance Delivery NZQA Approved Programmes

7.1.1 Bethlehem Tertiary Institute's Tauranga site is approved and accredited to deliver the following programmes via blended onsite learning and blended distance learning:

Blended Onsite and Blended Distance Learning NZQA Approved 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 Blended Distance Delivery NZQA Approved Programmes

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

Blended Distance Learning NZQA Approved Programmes	
Graduate Diploma of Teaching (Secondary)	NZQA approval in 2009 Re-approved in 2021

7.3 Distance Delivery NZQA Approved Programmes

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

Distance Learning NZQA Approved Programmes	
NZ Certificate in Study and Employment Pathways (Level 4)	NZQA approval in 2016.
Postgraduate Diploma in Professional Practice	NZQA approval in 2014 Re-approved in 2021 Re-approved in 2024 with majors
Master of Professional Practice (MPP) **(Leadership)** **(Trauma-Responsive Therapy)** **(Trauma-Informed Leadership and Service)**	NZQA approval in 2014 Re-approved in 2021 Re-approved in 2024 with majors
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

- *The programmes in the table above are also approved for offshore delivery.*

7.4 Practicum/Fieldwork/Professional Experience Placement

7.4.1   Practicum/Fieldwork/Professional Experience Placement Coordinators are responsible for the selection of placements within professional practice settings such that the placements provide a range of experiences. The coordinators seek out appropriate placement sites for the student's needs, undertake contact to assess, confirm, and monitor the appropriateness/usefulness of the site and ensure that an adequate range of experiences is provided.

7.4.2   The coordinators are typically responsible for ensuring that all those involved in the placement are fully briefed. Including:

   a)   General expectations and requirements of students.

   b)   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.

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

   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 experience placement contexts.

7.4.4   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.

7.4.5   Potential practicum supervisors/associate teachers for distance students are assessed for suitability and then contracted to oversee a student's progress as described in programme approval documentation. This relationship is maintained by regular communication 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.

7.5 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 the need for 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 NZQA notified.

8 QA Review

8.1 Quality Assurance (QA) Review

8.1.1 The Quality Assurance Committee will ensure that all policies and regulations are regularly reviewed, and to this end a review schedule will display both the elements for review as well as their path through the Institute's systems.

9 Programme Review

9.1. Programme Review Steps

9.1.1. 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 guidelines and policies as required by NZQA and the related professional bodies.

9.1.2 The quality review typically has the following phases:

a) **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.

b) **External Review:** Interviews with stakeholder representatives and peers in other tertiary institutions.

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

d) **Submission to NZQA and Professional Body:** Submission to and engagement with NZQA and/or the professional body conducting the review.

e) **Approval Received for New Iteration**

f) **Implementation of New Iteration of Programme**