8. PROGRAMME REGULATIONS

Programme Regulations are the legally binding contractual obligations of staff and enrolled students. They are used by academic staff to guide delivery of the programme and its courses; and provide guidance on the relevant approaches to learning and teaching, and on assessment (against specified learning outcomes).

In cases where collaborative arrangements are in place, externally prescribed regulations may apply.

Bachelor of Teaching (Early Childhood Education) [BTEC]

To be read in conjunction with Unitec's Academic Statute and associated Policies and Procedures.

These programme regulations apply to the Bachelor of Teaching (Early Childhood Education) [BTEC] v1.3 programme, which leads to the award of Bachelor of Teaching (Early Childhood Education) (Level 7) qualification, (360 Credits) [4434-1].

These regulations come into effect from Semester 1, 2027.

1. Ngā Ture Hei Whakaurunga | Admission Requirements *Admission Requirements comply with Unitec's Admission Requirements Guidelines.*	To be eligible for admission to this programme, all applicants must meet the following admission requirements: a. Requirements for either general admission, special admission, or discretionary admission b. Programme specific requirements c. English language requirements d. Literacy and numeracy requirements **1.1 Whakaurunga Whānui | General Admission** To be admitted to this programme all applicants must be at least 17 years of age on the date of the programme's commencement for the semester in which they wish to enrol and have completed University Entrance or an international equivalent. University Entrance requires the following: Three subjects at NCEA Level 3, made up of 14 credits each, in three approved subjects ***AND*** 10 literacy credits at Level 2 or above, made up of 5 credits in reading and 5 credits in writing ***AND*** 10 numeracy credits at Level 1 or above, made up of specified achievement standards available through a range of subjects OR a package of three numeracy unit standards (26623, 26626, 26627– all three required). **1.2 Whakaurunga Motuhake | Special Admission** Applicants must have: a. attained the age of 20 years on or before the first day of the semester in which study for the programme is to commence; and b. provided sufficient evidence of aptitude or appropriate work or other life experience that would indicate a successful outcome in the qualification. **1.3 Whakaurunga Kōwhiringa | Discretionary Admission** In exceptional cases an applicant who does not meet the general admission requirements and who has not reached the age of 20 on or before the first day of the semester in which study is to commence may apply for discretionary admission. They will be required to attend the interview described in 1.4.b, below, and to undertake a Unitec Skills Review and Placement Test in literacy (writing, reading, speaking, listening, grammar and vocabulary) and numeracy to confirm academic ability. If the applicant is judged to not be ready for Level 5 study a learning pathway will be recommended.

1.4 Whakaurunga Tautui | Programme Specific Requirements

In addition to meeting the requirements for general, special, or discretionary admission the following Programme Specific requirements must be met by applicants prior to admission:

a. Complete a self-disclosure of any medical condition(s) that may prevent full participation in the programme and/or prevent registration with a regulatory authority (as applicable);
b. Applicants must pass an interview process, conducted in a group, which will assess their ability to communicate and relate in accordance with the requirements of the *Teaching Council* | Matatū *Aotearoa, as well as their* numeracy and literacy skills.
    i. The numeracy task will consist of eight written questions to be answered in a ten-minute timeframe in a supervised setting. A calculator may be used.
    ii. The literacy task, conducted within a twenty-minute timeframe, will require applicants to read an abstract from *Te Whāriki* and answer five comprehension questions and then write an explanation of what attributes they value in an early childhood education teacher. Writing will be assessed on grammar, punctuation and complexity of thought.
c. Consent to undergo a process of Safety Checking as set out in the Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015 ("the Regulations")[15]. This checking process will include the applicant:
    i. providing two forms of identification, and evidence of any name changes;
    ii. providing a chronological summary of his or her work history, if any, for the preceding five years and the name of any professional organisations and/or licensing authorities and/or registration authorities that he or she is a member of or been licensed by;
    iii. providing the names of two referees who may be contacted by Unitec or your placement provider;
    iv. Unitec undertaking a Police vetting process in accordance with the Vulnerable Children's Act 2014. This must remain current across the programme of study.
    v. signing a declaration of convictions, pending charges or matters which may impact upon the applicant's ability to register as a teacher, including mental and physical fitness. The declaration will include a commitment to immediately disclose any such matters that arise while enrolled in the programme;
    vi. attending a face to face interview (if required) for the purposes of a risk assessment carried out in accordance with section 32 of the Vulnerable Children's Act 2014 and the underlying regulations.

As part of their learning hours, applicants must also volunteer or work in a licensed early childhood centre for a minimum of four hours per week per course (a minimum of twelve hours across three courses per semester) for the duration of study in the programme, and complete block placements for Professional Experience (up to four weeks per semester).

1.5 Whakaurunga Reo Pākehā | English Language Admission Requirements

Prior to entry, candidates for English medium programmes must demonstrate English language competency by providing **one** of the Council's approved evidence of English language competency, as follows:

a. New Zealand University Entrance literacy credits at either NCEA level 2 or 3;
b. New Zealand University Entrance;
c. New Zealand tertiary entrance qualification gained on completing senior secondary school prior to the introduction of the current University Entrance;
d. International Baccalaureate full diploma in English medium (24 points minimum);
e. Cambridge International Examinations minimum 120 points on the UCAS Tariff plus meeting the CIE literacy requirements;
f. All primary schooling and at least three years secondary schooling completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa [candidates from South Africa must also provide South

[15] https://www.legislation.govt.nz/regulation/public/2015/0106/latest/DLM6482241.html

African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)];

g. Six years of education comprising secondary schooling to at least year 12 and at least two years of successful tertiary education, taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials and labs completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa [candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)];

h. Awarded a Bachelor's degree (with or without Honours), Master's degree or other qualification at NZQF level 7 or above which took two or more years of full-time study to complete, and

   a. was taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials, presentations, seminars, and supervisory meetings, *and*
   b. the qualification was gained while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States or South Africa;

i. Awarded Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA);

j. Awarded Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL);

k. Pacific Peoples Pathway: Completion of the English Language Competency Pathway (ELCP) for Tagata o le Moana

l. Achieved an outcome in one of the approved tests which is equivalent to or better than those specified (see table below) within the past two years:

Test	Listening	Reading	Writing	Speaking	Overall Mark (in one test)
Cambridge English exams C2 Proficiency (CPE) **or** C1 Advanced (CAE) **or** Cambridge English exams B2 First (FCE)	minimum of 185	minimum of 185	minimum of 185	minimum of 185	minimum of 185
International English Language Testing System (IELTS)	7.0	7.0	7.0	7.0	7.0
International Second Language Proficiency Ratings (ISLPR)	4	4	4	4	4
Pearson Test of English (PTE) Academic	61	62	73	79	69
TOEFL Internet-based test (iBT)	24	24	27	23	minimum of 98
Trinity ISE III (3)	Pass with Merit	Pass with Merit	Pass with Merit	Pass with Merit	Pass with Merit

International applicants must also meet the English language requirements as outlined in the NZQA *Approval, Recognition and Accreditation Rules 2026.*

1.6 Literacy and numeracy requirements

Prior to entry, candidates for English medium programmes must:

	• pass the literacy competency assessment; and • pass the numeracy competency assessment both of which will occur during the interview process. The pass level in literacy and numeracy is equivalent to UE in literacy and numeracy. See 1.4.b. **Te reo Māori competency and progression** Candidates selected for entry into the BTEC will be assessed on their te reo Māori competency at the beginning of their first semester of study and progression in competency will be supported and monitored over their studies.
2. Paearu Kōwhiri Tukanga| Selection Criteria & Process *Selection Criteria and Processes comply with Unitec's Admission Requirements Guidelines.*	**2.1 Paearu Kōwhiri | Selection Criteria** When the number of eligible applicants for admission exceeds the number of places available, the following selection criteria will be applied: a. have a likelihood of meeting the requirements of the Teaching Council; b. have a commitment to the successful completion of the programme; c. have awareness and sensitivity towards cultural and social diversity; d. are members of national target equity groups; e. have previous experience in early childhood education. Applicants who meet the maximum number of listed criteria will be the preferred candidates. When the number of available places has been reached, those remaining will be emailed to be told that they have been placed on a waitlist. **2.2 Tukanga Kōwhiri | Selection Process** Selection will be made by Unitec staff members with the delegated authority to offer places to applicants. These staff members will select students on the basis of information supplied on the enrolment form, willingness to work twelve hours per week in a licensed Early Childhood Centre, face-to-face-interview, the results of Safety Checking, and provision of any supporting documents (eg English Language proficiency). A list of delegated staff members is maintained by the Programme Academic Quality Committee (PAQC) responsible for the programme.
3. Ngā Ture Hei Whakawhiwhi Tohu Mātauranga | Requirements for the Award of the Programme *Requirements comply with Unitec's Programme Completion and Awards Policy and associated procedure.*	**3.1 Whakaemi Tūtukitanga | Credit Accumulation** To be awarded the Bachelor of Teaching (Early Childhood Education), a student must successfully complete a minimum of 360 credits in the pattern set out in Table 1 from the courses set out in Table 2. ***Table 1: Credit Requirements for the Bachelor of Teaching (Early Childhood Education)*** Level | Compulsory Credits | Elective Credits | Total Credits 5 | 120 | N/A | 120 6 | 120 | N/A | 120 7 | 120 | N/A | 120 **3.1.2 Additional requirements for the Bachelor of Teaching (Early Childhood Education)** a. Minimum attendance requirements will be specified in the individual course descriptions. b. For all courses other than Professional Experience in the programme, students must normally complete a minimum of twelve hours of field experience for each week of lectures. Variations to this arrangement must be approved by the Programme Management. c. The maximum number of credits to be studied in any one year is 120. d. Maximum time for completion of the degree is six years from the date of first enrolment. **3.1.3 Progression through the Programme** To ensure effective progression of understanding and experience, there are pre-requisites for all Level 6 and 7 courses, which are that students must have completed 90 credits at the previous level of study, including the course within the associated strand (eg to study EDUC6005 Te Kete Manaaki Whenua one must have studied EDUC5005 Te Kete Manaaki Tangata).

Table 2: Course Details – for the Bachelor of Teaching (Early Childhood Education)

All courses are compulsory to meet Teaching Council | Matatū *Aotearoa* requirements.

Course No	Course Name	Credits	Pre- requisites	Co-requisites
Level 5				
EDUC5000	Hauora	15		
EDUC5001	Introduction to Te Whāriki	15		
EDUC5002	Human Development	15		
EDUC5003	Integrated Curriculum in Early Childhood Education	15		
EDUC5004	Partnership, Perspectives and Policy	15		
EDUC5005	Te Kete Manaaki Tangata	15		
EDUC5006	Teachers as Partners	15		
EDUC5007	Introduction to Professional Experience	15		
Level 6				
EDUC6001	Research Design in ECE	15	90 credits at Level 5, including EDUC5001	
EDUC6002	Infants and Toddlers: Relating and Playing	15	90 credits at Level 5, including EDUC5002	
EDUC6003	Curriculum Content and Pedagogy	15	90 credits at Level 5, including EDUC5003	
EDUC6004	Māori and Pacific Learners in ECE Contexts	15	90 credits at Level 5, including 5004	
EDUC6005	Te Kete Manaaki Whenua	15	90 credits at Level 5, including 5005	
EDUC6006	Leading Ethical Practice	15	90 credits at Level 5, including 5006	
EDUC6007	Informed Professional Experience	15	90 credits at Level 5, including 5006 and 5007	
EDUC6008	Informed Professional Experience	15	90 credits at Level 5, including 5006 and 5007 and 6007	
Level 7				
EDUC7001	Research and Enquiry in ECE	15	90 credits at Level 6, including 6001	
EDUC7002	Diverse Learners	15	90 credits at Level 6, including 6002	
EDUC7003	Advanced Curriculum Studies	15	90 credits at Level 6, including 6003	
EDUC7004	Policy and Discourse in Contexts of ECE	15	90 credits at Level 6, including 6004	
EDUC7005	Te Kete Manaaki Taonga	15	90 credits at Level 6, including 6005	
EDUC7006	Personal Pedagogy and Leadership	15	90 credits at Level 6, including 6006	
EDUC7007	Advanced Professional Experience	15	90 credits at Level 6, including 6007 and 6008	
EDUC7008	Advanced Professional Experience	15	90 credits at Level 6, including 6007, 6008 and 7007	

3.2 Mahi Waehanga Pāhekoheko | Work-based components

Field Experience

As part of their learning hours, supporting a commitment to integration of theory and practice, all courses other than Professional Experience courses require students to engage in four hours per week of Field

experience in a licenced early childhood centre. This amounts to twelve hours per week across three courses per semester in a full-time study load. Assessments will draw upon work-based learning as well as learning gained by directed and self-directed means.

Professional Experience

The key aspects and distinguishing features of Professional Experience are as follows:

- Students are provided with a range of Professional Experience covering learner age groups, socioeconomic, philosophical and cultural groups
- Students select their own licenced home centre for Wahi Ako (Professional Experience in the home centre) upon entry to the programme, the quality of these experiences are monitored and supported by a Visiting Lecturer and Associate Teacher
- External placements (Mahi Ako – Professional Experience in an away centre) are allocated by Unitec. Professional Experience placements are managed by the Professional Experience Coordinator and organised by the Professional Experience Administrator in accordance with the Teaching Council requirements.
- Professional Experience occurs in blocks of two weeks (semester one, year one) and four weeks every other semester (years one to three);
- Over the course of three years students complete twenty-two weeks of Professional Experience;
- Students are expected to attend the centre in which they are completing their Professional Experience for 7.5 hours per day, five days per week (inclusive of breaks/lunch).
- 100% attendance is expected (a minimum of 80% is required) and students are expected to record their attendance hours and have this signed by their Associate Teacher and Visiting Lecturer.
- Students are assigned an Associate Teacher in the centre (current full practising certificate or full (2) practicing certificate/Subject to Confirmation) who provides both formative and summative feedback throughout the placement,
- The Associate Teacher (AT) role supporting the student occurs in collaboration with all members of the ECE centre and the Unitec Visiting Lecturer.
- Students receive at least one visit by their Visiting Lecturer during every Professional Experience block. The Visiting Lecturer is registered and fully certified, holding a current full practising certificate (Type 1 or Type 2). Where there is only one visit, at least one phone/zoom call is made by the Visiting Lecturer to the student and the Associate Teacher to check on progress early in the placement.
- Visits and conversations conducted with the Visiting Lecturer provide formative assessment, and the last visit of any Professional Experience is also summative.
- The summative visit will include a professional triadic discussion between the student, the Visiting Lecturer and the Associate Teacher. These will be informed by the student's contributions in their online portfolios including: written reflections; completed summative assessment forms from all three parties; and an observation of at least 45 minutes by the Visiting Lecturer of the student as they are engaged with the children in the centre.
- When the Professional Experience occurs in a student's home centre (Wahi Ako), the student teacher must not be included in the centre's staff:children ratio for the duration of the visit from the Visiting Lecturer.
- The portfolio is shared with the Visiting Lecturer and Associate Teacher for formative feedback throughout the placement.
- If students do not meet the competency requirements on a Professional Experience, they will have one opportunity to repeat the placement. This will be provided once Unitec staff are confident that the student has had sufficient time and feedback to prepare for the repeated placement. Should they fail a second time they will fail the course and be unable to continue in the programme except under exceptional circumstances, as approved by a relevant academic authority, following Section 10 of Unitec's *Admission and Enrolment Procedures*.

3.3 Mahi Akoranga I A Wāhanga | Course Load per Semester

The normal full-time course load is 60 credits per semester.

3.4 Whakaurunga Takiwā | Enrolment Period

The normal enrolment period is three years (full-time study). Part-time study is not available.

	The relevant academic authority may approve suspension of enrolment for reasons of ill-health or other cause, but the maximum period to complete this Programme, as per Teaching Council | Matatū Aotearoa requirements is six years. **3.5 Whakawhiwhi Tāpiripiri| Additional Awards: Senior Scholar** To be eligible for consideration to receive a Senior Scholar Award a student must have: a. achieved a cumulative Grade Point Average (GPA) of 8.0 (there is no rounding) or better across all degree courses for which s/he has been assessed in the programme; and a. achieved at least 2/3 of the total credits for the degree through enrolment in Unitec courses (i.e. have achieved no more than 1/3 of the credits by cross credits from another institution or by the assessment of prior learning).
4. Tūtukitanga Whakamihi | Credit Recognition *Credit Recognition complies with Unitec's Assessment, Moderation and Grades Policy and associated procedure.*	**4.1 Whakawhiti Tūtukitanga | Cross Credit** Credits will not be awarded for successful study that took place more than 5 years prior to the date of first enrolment in the programme. b. A student may be awarded credits or exemptions, on a case by case basis, in recognition of successful equivalent study, at the same or a higher level in the context of another programme, subject to Unitec policy and Teaching Council | Matatū *Aotearoa* requirements. c. The credit recognition may be: i. specified, where there is direct equivalence of the learning outcomes of a completed course and a course in the programme; or ii. unspecified, where the previous study has taken place in a programme with a similar philosophy but there is no exact match in the programme's courses. Students who have already completed a NZ Diploma in Early Childhood Education and Care (Level 5) may apply to be assessed for cross-credit into the Unitec BTEC at Level 6. Programme Specific and English Language Admission requirements will need to be met. Alignment of Professional Experience (practicum) hours will be reviewed on a case-by-case basis. Upon acceptance, required orientation will include a tutorial on Unitec's Key Teaching Tasks and self-assessment in te reo Māori. **4.2 Aromatawai Tōmua | Recognition of Prior Knowledge and Skills (RPKS)** Recognition of Prior Knowledge and Skills (RPKS) considers skills and knowledge acquired from (but not limited to): • Relevant learning that has arisen from life experience • Formal or informal work experience in an early childhood setting Applicants will be required to provide evidence for: • the currency of any prior learning and/or experience to ensure that the applicant's knowledge and skills are relevant to the approved Graduate Profile Outcomes. • the currency of prior learning is restricted to the last six years. • Fees apply. Final year of the programme (level 7): No RPKSis to be given for final year of a programme in alignment with the Teaching Council of Aotearoa New Zealand provider guidelines. **4.3 Ngā whakawhitinga | Credit Transfer** Credit transfer arrangements for this programme are covered in the Cross Credit section 4.1.
5. Waeture Aromatawai | Assessment Regulations *Assessment Regulations comply with*	**5.1 Paparahi Aromatawai | Assessment Basis** Assessment in this programme is achievement based using an 11-point grading scale. Students must attempt all compulsory assessment activities in order to pass and receive credit for each course. Students who do not attempt a compulsory item of assessment may be awarded a 'Did Not Complete' for the whole course and may not earn any credits. **5.2 Ākoranga Taumata | Course grades**

Unitec's Assessment, Moderation and Grades Policy and associated procedure.

Course grades will be determined by the mathematical aggregation of weighted assessment marks and reported according to the following scales. Participants must obtain at least 50% score in each assessment in order to pass achievement-based assessment.

Table 3a: Achievement based 11-point assessment system

Grade	Meaning	Result	Percentage
A+	Distinction	Credits Earned	90 – 100
A	Distinction	Credits Earned	85 – 89
A-	Distinction	Credits Earned	80 – 84
B+	Merit	Credits Earned	75 – 79
B	Merit	Credits Earned	70 – 74
B-	Merit	Credits Earned	65 – 69
C+	Pass	Credits Earned	60 – 64
C	Pass	Credits Earned	55 – 59
C-	Pass	Credits Earned	50 – 54
D	Fail	No Credits Earned	40 – 49
E	Fail	No Credits Earned	0 – 39

5.3 Paearu Taumata | Grade Criteria

Students may be awarded one of the following grades for a course:

Table 4: Grade Criteria

Grade	Meaning	Criteria
CR	Credit Recognition	The student has applied for and been awarded a credit recognition from another qualification
DEF	Deferred	The student has approval to complete a Course Assessment beyond the schedule date. Unless an exception has been approved, any Deferred Grade remaining on a student's record beyond a duration equal to that of the original course will be changed to the grade to which the Student would otherwise be entitled. No Credits earned.
DNC	Did not Complete	The grade DNC (Did Not Complete) is recorded if a student has either withdrawn after 75% of the scheduled Course duration; or not attempted a compulsory item of Assessment within a Course. No Credits earned.
W	Withdrawn	The student withdraws from a Course after 10% of the scheduled Course duration and up to, or at, the date at which 75% of the scheduled Course has passed. No credits earned.

6. Aromatawai Mahinga | Assessment Procedures

Assessment Procedures comply with Unitec's Assessment Moderation and Grades Policy and associated procedure.

6.1 Ākoranga Aromatawai | Course Assessment

Courses employ both formative and summative assessment activities. Formative assessments do not contribute to the final grade for a given course. All summative assessment elements are compulsory unless otherwise approved and noted in course information.

Students must attempt all compulsory assessment activities in order to pass and receive credit for any course. Students MUST achieve a minimum of 50% on each assessment to be awarded a pass gradeStudents who do not attempt a compulsory item of assessment may be awarded a 'Did Not Complete'(DNC) for the whole course and may not earn any credits.

6.2 Aromatawai I Roto I Te Reo | Assessment in te reo

All students have the right to submit any summative assessment task in te reo Māori. The process for submission of summative assessment work in te reo Māori is governed by the Unitec Assessment in te reo Māori procedure and detailed in course material.

6.3 Tāpaetanga Tōmuri | Submission and late submission of work

a. The due dates for all summative assessment work will be notified at the commencement of each course.
b. Any assessment that is submitted late (and does not have a prior approved extension) will be penalised by a deduction of 10% per day of the participants assignment mark, up to five (5) days, inclusive of weekends.
c. Applications for extensions must be made according to the procedure noted in the Student Handbook.
d. Any extension will be carried out within a specified time period as agreed with the relevant academic authority and no further extensions will be granted.
e. No assessment will be accepted five (5) days (inclusive of weekends) after the due date. If the assessment is not compulsory, the participants will receive a 'zero' grade for that assessment. If the assessment is compulsory, then the participants will receive a Did Not Complete (DNC) grade for the entire course.

6.4 Whakamātautau Anō | Resubmission

A student may be granted permission to undertake a resubmission for a failed assessment item within a course which scored a D grade, or between 45-49.9% with the following conditions:

a. an application for a resubmission must be made within 5 days of receiving their marked assessment;
b. only one reassessment or resubmission per course;
c. any approved resubmission will be carried out within a specified time period as agreed with the relevant academic authority;
d. in all cases for resubmission, the original marked assessment will accompany resubmitted assessment. If resubmitted work is not accompanied by the original marked assignment, the resubmitted work will not be marked, and the original grade will stand;
e. the maximum grade for any resubmission of an assessment is the lowest pass grade (C-);
f. assessments that are handed in late are not eligible for resubmission or reassessment.

As noted under 3.2, students will have only two opportunities to pass each Professional Experience placement except in exceptional circumstances with permission from the relevant Academic Authority, following Section 10 of Unitec's *Admission and Enrolment Procedures*.

6.5 Āhuatanga Aromatawai Motuhake | Affected Performance Consideration

A student may apply for Affected Performance Consideration (APC) if:

a. The student is unable to submit a compulsory assessment or attend a fixed time and place assessment activity due to illness, injury, bereavement or other critical circumstances
b. The student's preparation for, or performance in any summative assessment has been seriously impaired due to circumstances beyond their control

Applications for APC are made by a student within 5 working days of the affected assessment event. Decisions to approve an APC and to apply any remedy are made according to the Assessment and Grading Procedures and Regulations.

6.6 Tuaruatanga | Repeating Courses

For students who are repeating a Level 1–8 course refer to current Student Regulations

Students may enrol and repeat a course that they have failed only once. Permission to enrol for a third time is governed by Exclusion provisions below.

6.7 Whakakorenga | Exclusions

No student will be allowed to enrol in any course more than twice unless there are exceptional circumstances approved by the relevant academic authority.

a. Any Student who fails to achieve at least 50 per cent of the credits that he or she is enrolled in in any 12-month period may be excluded by the relevant Academic Authority from re-enrolling in any further courses. The decision whether students can re-enrol in further courses will be based on a student's likelihood of succeeding in further study and will be made by the relevant Head of School.
b. When calculating the 12-month period in a. above, Unitec reserves the right to include any relevant time spent by the Student studying at another tertiary institution.

c. A Student who has not achieved a Pass Grade in the same Course on two occasions shall not be enrolled again for that Course except with the permission of the relevant Academic Authority.
d. The relevant Academic Authority will advise the Student in writing of their decision, and the reasons for such decision, and any orders made.

6.8 Examination Regulations
There are no formal examinations in this programme.

6.9 Tono Pīra | Appeals
Students may appeal the decisions made under these regulations in accordance with the Student Appeal Procedure.

7. Whakaritenga Whānui | General Provisions

7.1 Whakamāramatanga ā-kaupapa | Definition of Terms
In these regulations, unless the context otherwise requires, the following definitions shall apply:

- 'Relevant academic authority' refers to an individual or role holder, or in some cases a committee, who have been delegated the authority to make a decision within a specific circumstance. A schedule of the various relevant academic authority delegations is maintained by the Programme Academic Quality Committee responsible for the Programme.

7.2 Programme Completion
When a student has completed all the requirements of the programme and they have been approved as eligible to graduate, a Letter of Completion is sent to each student. The Letter includes the graduand's name, date of birth, name of the programme, qualification eligible for and the date of completion of the programme.

This Letter confirms to the Council – who are sent a list of those eligible to graduate to check against – that requirements for graduation have been met. The Letter must be submitted as proof of this by the student when they apply for registration using the Teaching Council's portal for Registered Teachers.

The certificate received at graduation is further proof.

8. Āhuatanga Tauwhirowhiro Ritenga | Transitional Arrangements

The Bachelor of Teaching [BTEC] (####-#) will commence Semester One 2022. The Teaching Council | Matatū Aotearoa have notified that they will not recognise the Bachelor of Teaching [BTECE] (CA2335) from January 2023. This will require cohorts to be taught out and cohorts to transition to the new program.

Students to complete the Bachelor of Teaching (Early Childhood Education) [BTECE] (CA2335)
Level 7 students and Level 6 students enrolled in 2021, whose timetable aligns with the calendar year will teach out with the BTECE. They will enrol into BTECE courses and complete the work and assessments expected for those.

	2019		2020		2021		2022	
	Sem One	Sem Two	Sem One	Sem Two	Sem One	Sem Two	Sem One	Sem Two
Students who began the degree in S1, 2019 (Level 7 in 2021)	BTECE Year 1	BTECE Year 1	BTECE Year 2	BTECE Year 2	BTECE Year 3	BTECE Year 3		
Students who began the degree in S2, 2019 (Starting Level 7 mid-year in 2021).		BTECE Year 1	BTECE Year 1	BTECE Year 2	BTECE Year 2	BTECE Year 3	BTECE Year 3	
Students who began the degree in S1 2020 (Level 6 in 2021)			BTECE Year 1	BTECE Year 1	BTECE Year 2	BTECE Year 2	BTECE Year 3	BTECE Year 3

Students to complete with the new Bachelor of Teaching (Early Childhood Education) [BTEC] (####-#)
Level 6 2021 mid-year intake students will transition to the BTEC in semester one of 2022. They will enrol in BTEC courses from 2022 onwards. They will be expected to attend the BTEC Orientation set for the beginning of 2022.

	2020		2021		2022		2023	
	Sem One	Sem Two	Sem One	Sem Two	Sem One	Sem Two	Sem One	Sem Two
Students who began the degree in S2 2020 (Starting Level 6 mid-year in 2021)		BTECE Year 1	BTECE Year 1	BTECE Year 2	BTEC Year 2	BTEC Year 3	BTEC Year 3	

Level 5 students who started in March 2021 will be transitioned to Level 6 of the BTEC in Semester 1 2022. They will enrol in BTEC courses from 2022 onwards. These students will be expected to attend the BTEC Orientation set for the beginning of 2022 and the transition workshops across Semester 1.

Level 5 mid-year intake students who started in July 2021 will complete their first (Level 5) year of the BTECE in July 2022 and then transition into the BTEC Level 6 courses in Semester 2, 2022. They will enrol in BTECE courses for Semester 1, 2022 and then BTEC courses from Semester 2, 2022. They will be expected to attend the Orientation set for the beginning of 2022 and the transition workshops across Semester 1 in order to prepare them effectively.

	2021		2022		2023		2024	
	Sem One	Sem Two	Sem One	Sem Two	Sem One	Sem Two	Sem One	Sem Two
Students who began the degree in S1 2021	BTECE Year 1	BTECE Year 1	BTEC Year 2	BTEC Year 2	BTEC Year 3	BTEC Year 3		
Students who began the degree in S2 2021		BTECE Year 1	BTECE Year 1	BTEC Year 2	BTEC Year 2	BTEC Year 3	BTEC Year 3	
Students who begin the degree in 2022			BTEC Year 1	BTEC Year 1	BTEC Year 2	BTEC Year 2	BTEC Year 3	BTEC Year 3

Support for transitioning students

BTEC Orientation beginning of 2022. This will contain:

- An introduction to new courses and the new expectations in regard to Work-based Learning (Field Experience and Professional Experience).
- Key Teaching Tasks. Level 6 students will have already been introduced to these in 2021. This session will be a refresher for them and information for others.

Te reo Māori self-assessment

This is being conducted in Semester 2, 2021 with current Level 5 and mid-year intake Level 6 students and goals for progression are being set with students for 2022.

Transition workshops

Across Semester 1, 2022, there will be fortnightly workshops for transitioning students to revisit the expectations of the new degree, provide an opportunity to check in with them on their progression through the Key Teaching Tasks, and answer any questions they have.

Additional support

Transitioning students will also be able to access Academic support at any time by contacting the Programme Coordinator and/or Course Co-ordinators. Year Group leaders will monitor student well-being. Our Learning Outreach Partners from Student Success, including Māori and Pacific expertise are also available to help facilitate wider academic and pastoral support that students might need.

Cross-crediting BTECE courses into the BTEC to enable graduation

Learning Outcomes from the BTECE courses have been mapped onto the Learning Outcomes and Graduate Profile Outcomes of the BTEC, to demonstrate that no learning will be lost. Transitioning students will be cross-credited to ensure they are eligible to graduate with the BTEC.

Timetabling the transition

The following courses will be taught in Semester 1 and Semester 2 of 2022 to ensure the completing or transitioning needs of all students.

Level	Semester 1	Semester 2
5	EDUC5001 Introduction to *Te Whāriki* EDUC5004 Partnership, Perspectives and Policy EDUC5005 Te Kete Manaaki Tangata EDUC5006 Teachers as Partners (Wahi Ako) 2021 mid-year intake EDUC5905 Te Kete Manaaki Tangata	EDUC5000 Hauora EDUC5002 Human Development EDUC5003 Integrated Curriculum EDUC5007 Introduction to Professional Experience (Mahi Ako) 2022 mid-year intake students EDUC5001 Introduction to *Te Whāriki*

	EDUC5912 Partnership and Professionalism EDUC5913 Human Development EDUC5519 Introduction to Practicum	EDUC5004 Partnership, Perspectives and Policy EDUC5005 Te Kete Manaaki Tangata EDUC5006 Teachers as Partners (Wahi Ako)
6	EDUC6001 Research Design in ECE EDUC6004 Māori and Pacific Learners in ECE Contexts EDUC6006 Leading Ethical Practices EDUC6008 Informed Professional Experience (Mahi Ako)	EDUC6002 Infants, Toddlers: Relating and Playing EDUC6003 Curriculum Content and Pedagogy EDUC6005 Te Kete Manaaki Whenua EDUC6007 Informed Professional Experience (Wahi Ako)
7	EDUC7905 Te Kete Manaaki Taonga EDUC7933 Diverse learners EDUC7932 Personal Pedagogy and Leadership EDUC7539 Advanced Practicum	EDUC7537 Action Research EDUC7931 Policy and Discourse EDUC7935 Advanced Curriculum EDUC7939 Advanced Work Experience Mid-year intake students EDUC7001 Research & Enquiry EDUC7003 Advanced Curriculum Studies EDUC7005 Te Kete Manaaki Taonga EDUC7008 Advanced Professional Experience (Mahi Ako)

Resourcing-wise, the only difference to the current loading on the teaching team – used to teaching two cohorts of Level 5 every year and from thereon single cohorts at Level 6 and 7 – is the fact that we will need to teach both a BTECE and a BTEC cohort at Level 7 in Semester 2 of 2022. We have the capacity to do this.

From 2023 the BTEC pattern will be set. All Level 5 BTEC courses will be taught in both semesters to cater for students arriving at the beginning of a calendar year and those in the mid-year intake. The two cohorts will be collapsed in Level 6. In Level 7 the cohorts will again separate and all Level 7 BTEC courses will be taught in both semesters. This is to ensure that all students will experience the Culminating Integrative Assessment (embedded in EDUC7006 Personal Pedagogy & Leadership) in the final semester of their studies.

Students needing individual care
Students who have taken a break from their studies, who are active in our system but are not currently enrolled, will be contacted in 2021 to warn them that if they wish to complete their BTECE all study must be completed by the end of 2022. They will be offered an Individual Study Plan, which may include Summer School classes in 2022. If it will not be possible for them to complete the BTECE by the end of 2022 their Individual Study Plan will be negotiated to enable as smooth a transition to the BTEC as possible.

From mid-2022 all transitioning students will be enrolled in the new degree. Students needing to complete courses they have previously failed and any other anomalies will be provided with an Individual Study Plan, which may include Summer School classes in 2022.

Update: This transition arrangement has been achieved. All students with credits from the old BTECE will be able to cross credit these into the BTEC up until the end of 2027.

9. Regulation Version Control

Ver No.	*Approved by*	*Approval Date*	*Effective from*	*Description of change*
1	*NZQA*	*22/11/2021*	*2022—Sem1*	*New programme approved*
1	*ASAC*	*31 January 2023*	*2023—Sem1*	*6.1 Addition of ". Students MUST achieve a minimum of 50% on each assessment to be awarded a pass grade"*
1.2	*Teaching Council*	*22/05/2025*	*2026—Sem1*	*4.2* Clarification of RPKS and credit recognition

1.3	*AAC/NZQA/Teaching Council*	*15/07/2026*	*2027-Sem1*	*Integration of new Teaching Standards alignment of LO's to NZQA guidelines*