The Society of Cardiopulmonary Technology (NZ) Ltd
c/o Cardiac Physiology, Level3, , Private Bag 92024, 1142, . www.sct.org.nzwww.sct.org.nz
Telephone (09) 307-4949 extn. 24323. Email: info@sct.org.nz

Student Expectations

Contents: Page

Recognition of prior learning and how to apply 2
Student expectations 2
Performance issues and misconduct 3
Performance management process 4
Misconduct 4
Repeated misconduct 4
Serious misconduct 5
Failure to meet expectations 5-6
Checking the authenticity of student work 6
Investigating and dealing with plagiarism 7
Student appeals against an assignment or assessment result 7
Student appeals against an exam result 7
Student appeals against disciplinary action and / or termination of enrolment 8
Escalating appeals 8

The Society of Cardiopulmonary Technology (NZ) Ltd
c/o Cardiac Physiology, Level3, , Private Bag 92024, 1142, . www.sct.org.nzwww.sct.org.nz
Telephone (09) 307-4949 extn. 24323. Email: info@sct.org.nz

SCT Policy: Recognition of Prior Learning (RPL)

If you have applied for an SCT course and you have completed relevant previous work experience or study, you are eligible to apply for your existing skills and knowledge to be assessed against the course which you have applied for. If your skills and knowledge meet some or all of the course outcomes, these can be recognised and credited towards the qualification.

How to apply for RPL

You will need to supply SCT with the following information:

Transcript from previous qualifications and/or

Previous course objectives, assignments, assessments along with your achievement level and dates

If relevant:

Work experience: procedures performed, employer name (including department), position title and dates. A reference from an employer outlining this information is preferred.

And:

A letter summarizing what sections of the course you wish to be considered for an exemption due to prior learning. Relate your prior learning to the course exemption requested.

Your application should be made as early as possible.

Student expectations

- Students are expected to always adhere to the values of SCT whilst enrolled as a student
- For SCT courses with include clinical competency, where a student resigns from their place of employment, SCT will withdraw the student from the course as employment is a requirement of the course.
- SCT will provide support to students who have not met expectations, or in situations of alleged misconduct.
- SCT is committed to supporting all students to perform to their best and make the biggest impact possible through their work.
- SCT will only take formal action with good reason, and will do so always in good faith, and following a fair process.

Performance issues and misconduct

- In situations in which a student shows evidence of not meeting expectations or having not adhered to the requirements, values or guidelines of SCT, the SCT is committed to acting in good faith, following a fair process, and, where possible, supporting the student to address the concerns and continue with their learning.
- This policy is intended to complement, and does not replace, separate policies operated by the student's employer.
- For employment-based courses, where an employer begins a performance or disciplinary procedure with a student enrolled in an SCT course, SCT is committed to upholding the spirit of this policy where relevant.
- In cases where the workplace fairly and legally dismisses a student enrolled in an employment-based course in accordance with their own relevant policies, SCT will withdraw the student where employment is a required part of enrolment on the relevant course.
- The requirements, guidelines, and expectations for the relevant courses will be clearly communicated to all students in the first module of the course.
- The following outlines the SCT process for addressing student performance issues and misconduct. This includes, but is not limited to:
    - Repeated misconduct
    - Serious misconduct
    - Failure to meet expectations and requirements of the courses.
- In any case in which a performance issue or misconduct is identified the following process will be followed, led by the relevant senior member of staff, with support from other staff as necessary and relevant.
- Where necessary, a third-party mediator may be engaged.

The Society of Cardiopulmonary Technology (NZ) Ltd
c/o Cardiac Physiology, Level3, , Private Bag 92024, 1142, . www.sct.org.nzwww.sct.org.nz
Telephone (09) 307-4949 extn. 24323. Email: info@sct.org.nz

Performance management process

- The following outlines the process to be followed for all performance issues and misconduct.
- In cases of misconduct, an appropriate SCT employee, such as the Head of Specialties or a Council member, will conduct a fair investigation to establish whether there is evidence of misconduct or not. If that person considers that there is evidence of misconduct, the following process will be followed.
- Throughout the process, there will be ongoing communication between SCT and the student, and details of the performance issue and the steps taken will be recorded.
- Throughout the above process, the student will be kept informed and up to date regarding the process, including with details of the performance issue that has been identified, and given an opportunity to respond and input into the process.
- The outcome of any investigation and performance management process will not be predetermined, and any decision will be based upon the facts of the situation and outcome of the Performance Improvement Plan (PIP) or informal process.
- All processes and decisions will meet the requirements of relevant legislation, guidance, and policies.
- Standardly, it is anticipated that a student will receive three formal warnings (at least two of which should be 'written', and all must be recorded) before notice of dismissal from a course is given. However, it is not a requirement in all cases, if a fair process has been followed in good faith, dismissal has been clearly communicated as a potential outcome of the process, and the Education Committee considers there to be reasonable grounds for dismissal.

Misconduct

- Misconduct is when a student does something wrong either by: doing something; not doing something; or through their behaviour. This may justify disciplinary action being taken.
- Examples of misconduct include, but is not limited to: Using inappropriate language; Internet misuse; Minor instances of failing to follow SCT's reasonable and lawful instructions; Failure to meet the expectations of the course.
- In cases of misconduct, it will be communicated to the student what the identified misconduct is, and they will be given the opportunity to respond and address the issue. This will be recorded by the relevant SCT employee leading the performance management process.

Repeated misconduct

- Where there is a repeat of the same or other misconduct, this will be communicated as above, and where appropriate the performance management process as outlined above will be used.

Serious misconduct

- Serious misconduct is where a student's misconduct has the effect of undermining or destroying the relationship of trust and confidence between the student and SCT.
- Examples of misconduct includes, but is not limited to: Violent behaviour; Bullying; Harassment; Theft or fraud; Behaviour that endangers the health and safety of the student or others; Dishonesty; Acting in such a way as to bring SCT or our partners into disrepute.
- In cases of serious misconduct, the identified misconduct will be communicated to the student, and the student given the opportunity to respond. This should be recorded by the Head of Specialties.
- The Head of Specialties, with the support of the Head of Education, will determine the appropriate next step which may include: formal verbal warning; formal written warning; immediate dismissal from the courses.
- In cases of serious misconduct, the participant can be immediately dismissed without the need to follow the performance management process.

Failure to meet expectations

- Failing to meet expectations is where a student does not meet all, some or one part of the expectations or requirements that have been communicated to them for the completion of the SCT Courses.
- Examples of performance issues include, but are not limited to: not meeting objectives or expectations; not addressing situations where objectives or expectations have not been met after feedback; poor work performance; evidence of not performing according to the SCT values. This can also include issues of speed, quality, quantity, or how activities are delivered.
- This includes situations in which a student has not met the academic requirements to continue their enrolled course or training course, because they:
  - have or are repeatedly failing half or more of their coursework
  - are considered unsuitable for the field of work for which their study leads
  - have not met the requirements of one or more practical assessments after multiple assessment attempts and additional support has been provided to assist with achieving competency
- In the first instance, performance issues will be addressed informally by the trainee's clinical educator
  - A formal approach will be introduced in situations in which a participant has not improved their performance to the level of expectation. This will be determined by the judgement of the Heads of Specialties, the students Clinical Educator and the Head of Education.
  - Where a formal process is initiated, it will be communicated to the student with an outline of the process for performance improvement.
  - Termination of a student's enrolment will only be made once the relevant support or performance processes outlined in the formal communication have been followed, with no success.
  - Recommendation of termination of a student's enrolment in a programme or training course will be made by the Heads of Specialties, in consultation with the Head of Education and Education Committee.
  - Notice of termination of a student's enrolment in a programme or training course will be made in writing to the student.
  - In situations in which a student is dismissed from the programme for failing to meet expectations, misconduct or serious misconduct, SCT may seek reparations of costs from the student to reflect the level of investment that has been made to the point of their dismissal.

- On termination of enrolment, a student is entitled to a refund of all or part of their student fee according to the relevant policy. The student is not entitled to any refund for a programme for which they received a student fee scholarship.
- In cases of termination due to academic performance, the student can appeal to the Education Committee.

Checking the authenticity of student work

- SCT is committed to upholding the highest academic standards and supporting students to develop the ability to succeed in a tertiary setting. Ensuring student work is authentic and preventing plagiarism is a central part of achieving this.
- For the purposes of this policy, "Plagiarism" is understood as a situation in which a student claims another person's published or unpublished work as if it is their own. This includes situations in which, without clear acknowledgment of the author, copying directly, quotation, paraphrasing or downloading from the internet, any individual's ideas, including copying from another student.
- With the increased use of Generated Artificial Intelligence (Gen-AI), both students and employees of SCT will commit to uphold the safe, ethical and legal use of Gen-AI tools and services. To protect both the users and the data they work with.
- This policy also covers situations in which a student submits work they have previously submitted for assessment with SCT or another organisation.
- At the start of enrolment all students will be provided with information about plagiarism and the use of Gen-AI including the nature, seriousness, and consequences of plagiarising others' work as part of their study with SCT.

Investigating and dealing with plagiarism

- Plagiarism can be considered misconduct and is subject to the relevant process for dealing with misconduct.
- Where an assessor or Clinical Educator becomes aware of a student having plagiarised as part of a submitted piece of assessed work, they will report it to the Heads of Specialties.
- The Heads of Specialties will agree a proportionate course of action according to the process for student misconduct.
- The Heads of Specialties have discretion regarding the course of action for minor issues of plagiarism (such as failure to properly reference a quote etc.). The student may also be required to rework the assessment addressing the issue of plagiarism.
- All cases of plagiarism will be reported to the Education Committee for ratification as relevant where the issue requires disciplinary action.

Student appeals against an assignment or assessment result

- Where a student considers the awarded result inappropriate for any assessable task, or that an assignment or assessment has been incorrectly marked, the student can contact the Head of Specialties stating their reasons.
- The Head of Specialties will judge whether there are grounds to review the awarded result in consultation with the relevant Clinical Educator and Head of Education. The outcome of such an appeal may or may not be a change in the result. The Heads of Specialties judgement will be final.

Student appeals against an Exam Result

- A student may appeal against an exam result for a course only on the grounds of: new information not available at the time of marking; or process irregularities.
- Appeals against an exam result must be made in writing to the Head of Specialties within 14 days of notification of the exam result.
- The Head of Specialties will make a judgement as to whether the result should be reviewed. If the decision is to review the result, the Head of Specialties, with the Head of Education will review the result.
- Outcomes from such a review can include: confirming the result; raising the result; lowering the result.
- The decision of the review will be reported to the Education Committee for ratification. The Education Committee's decision will be final.

The Society of Cardiopulmonary Technology (NZ) Ltd
c/o Cardiac Physiology, Level3, , Private Bag 92024, 1142, . www.sct.org.nzwww.sct.org.nz
Telephone (09) 307-4949 extn. 24323. Email: info@sct.org.nz

Student appeals against disciplinary action and / or termination of enrolment

- A student who has been subject to a disciplinary decision and/or had their enrolment terminated can appeal the decision within 14 days of notification of the decision by writing to the Head of Education requesting that the decision be reviewed.
- Grounds for review of a disciplinary decision and/or termination of enrolment are limited to: new information; process irregularities; a claim that any sanction / termination is disproportionate
- The appellant student will be asked to provide relevant evidence or details of the grounds upon which they are appealing by the Head of Education, who will review the decision according to the relevant complaints and disciplinary policies. The Head of Education may choose to establish an appeals committee to consider the appeal consisting of staff and/ or members of the Education Committee.
- Outcomes from a review may be: to uphold the original sanction / termination; to modify the sanction / termination in whole or part; to reverse the sanction / termination; to refer the review to the Education Committee.
- Reviews will only be referred to the Education Committee where it is considered that neither the Head of Education or Head of Specialties are able to review the appeal with sufficient objectivity or expertise.
- The outcomes of all appeal decisions will be reported to the Education Committee for ratification, whose decision will be final.

Escalating appeals

- If a student who has complained to or appealed against an SCT decision , does not consider SCT's process to have been sufficiently fair, delivered in good faith, or completed in a timely manner, or for any other reasons, they can raise the complaint with NZQA using the 'Complaints kit for formal complaints about providers.
- NZQA complaints - https://www2.nzqa.govt.nz/about-us/contact-us/complaint/
- Study Complaints https://www.studycomplaints.org.nz/