

PROGRAMME HANDBOOK

NEW ZEALAND DIPLOMA IN BUSINESS

(With Strands in Leadership and Management)
Levels 5 & 6

2025

Outstanding Education!

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ICL GRADUATE BUSINESS SCHOOL PROGRAMMES

ICL Graduate Business School offers a wide range of Business Management, Business Informatics, and Early Childhood Education, up to level 9 on the New Zealand Qualifications Framework. The following study programmes are available at ICL Graduate Business School.

LEVEL 9	<div>Master of Management</div> <div>Master of Management by Thesis</div> <div>Master of Management (Healthcare)</div> <div>Master of Business Informatics</div> <div>Master of Business Informatics by Thesis</div>
LEVEL 8	<div>Postgraduate Diploma in Business</div> <div>Postgraduate Diploma in Business Informatics</div>
LEVEL 7	<div>Graduate Diploma in Teaching (Early Childhood Education)</div> <div>Graduate Diploma in Business (International Business Innovation)</div> <div>Graduate Diploma in Business (International Hospitality Management)</div> <div>Graduate Diploma in Business (International Tourism Management)</div> <div>Bachelor of Business Information Systems</div>
LEVEL 6	<div>New Zealand Diploma in Business</div>
LEVEL 5	<div>New Zealand Diploma in Business</div>

MANAGEMENT TEAM

Chairman and Principal	Ewen Mackenzie-Bowie
Academic Director	Dr Paula Ray

PROGRAMME INFORMATION

This programme has been developed in response to the outcomes of the New Zealand Qualifications Authority (NZQA) Targeted Review of Qualifications (TRoQ) for the Business industry, and the New Zealand qualifications that have been approved by NZQA and listed on the New Zealand Qualifications Framework (NZQF).

The TRoQ process requires all tertiary education providers to replace their current programme/qualification offerings with programmes that meet the outcomes and lead to the award of the relevant replacement New Zealand qualifications.

ICL now offers the New Zealand Diploma in Business (NZDB) (with strands in Leadership and Management) Level 5 and Level 6, prescribed and approved by the NZQA. It aims to introduce students to the main disciplines of business and to provide a bridging programme to business degree study. The Level 5 NZDB programme consists of eight papers taken over two 16-week trimesters, giving 120 credits overall. The Level 6 NZDB programme also consists of eight papers taken over two 16-week trimesters giving 120 credits overall.

Successful NZDB graduates at ICL qualify for acceptance onto a Bachelor of Commerce (BComm) or Bachelor of Business (BBus) degree at all New Zealand universities and those of many other countries and may qualify for credit transfer. Graduates of the New Zealand Diploma in Business (with strands in Leadership and Management) will have the skills and knowledge to work as a manager/leader in a range of strategic roles within New Zealand business entities.

PROGRAMME PHILOSOPHY

ICL Graduate Business School provides an environment and vocational education aimed at preparing students for an increasingly culturally diverse society founded on the Te Tiriti o Waitangi, where the best of both Māori and Pākehā cultures and world views inform and enrich one's identity and experience of being in Aotearoa New Zealand.

The framework for ICL Graduate Business School's integrated philosophy is founded on a distinctive bicultural focus (and an amalgamation of the ICL Education Group core values through the programmes it delivers to support the priorities and outcomes identified by students and stakeholders. This is further enhanced by a recognition and celebration of the culture and world views of other ethnic groups.

Success within the business industry is dependent on exceptional teamwork, customer-focused service and professionalism. The Māori value of whakapono seeks to ensure that staff and students engage in professional relationships that are founded on honesty and integrity. Manaakitanga builds upon this by reinforcing that the fundamentals of relationship-building stem from supporting and respecting one another.

Through the value of aroha, staff and students undertake to maintain consideration of the welfare of others and develop skills of social responsibility. Exploring fundamental concepts of sustainability, and being culturally responsive and aware of demographic diversity enables students and staff to develop an understanding of the value of aroha.

Whanaungatanga, wairuatanga and mana seek to guide staff and students to form, maintain and conclude professional relationships that respect the rights of people, value cultural and spiritual diversity, and therefore aim to maintain the integrity of those within the relationship.

Meaningful knowledge and skill acquisition are fundamental to a progressive educational pathway. Mohiotanga aims to encourage staff and students to become life-long students. Students build upon knowledge and explore the context of its application to establish professionalism and develop capability. The role of ICL staff is to inspire and motivate students to seek knowledge and skills that will support their educational and life journey.

Exciting is a keyword that encapsulates the business industry environment of the 21st century. This programme of study is to excite and energise students to progressively build competence in applied business practices including contextualised numeracy and literacy, health, safety and security, communication and teamwork skills. The programme provides a core focus on the business industry and expands on skills learned. This programme encompasses the value of tumanakotanga by enabling students to meet aspirational goals for learning, culture, employability and achieving personal potential.

NEW ZEALAND DIPLOMA IN BUSINESS (WITH STRANDS IN LEADERSHIP AND MANAGEMENT) NZDB LEVEL 5

PROGRAMME FOCUS

The overall aim of the NZDB programme is to inspire and transform students by equipping them with knowledge, essential business skills, attitudes and values underpinning key leadership and management functions in typical business environments. This programme also aims to provide New Zealand business entities with people who are or can be, employed in management roles at an operational level and who can contribute to the management and leadership of business entities to achieve agreed objectives and achieve the entity's objectives at an operational level in a bi-cultural and multi-cultural environment.

Graduates will have specialised knowledge and skills for application in operational roles in New Zealand business entities and will benefit New Zealand business entities' operational objectives, through the application of knowledge and skills, in an ethical manner, in a bi and multi-cultural environment.

OUTCOMES

After successful completion of this programme, graduates will have the skills, knowledge and attributes to be able to:

CORE COMPULSORY

Core technical knowledge and skills:

- Apply knowledge of the principles and practices of operations, accounting, sales/marketing, human resources, and risk management to support the operational efficiency and effectiveness of the entity.
- Contribute in operational contexts to innovation and organisational change within a business entity.

Core people skills:

- Develop and maintain operational business relationships with stakeholders for efficient and effective performance of the entity.
- Research and communicate information for efficient and effective performance of the entity.

Core cognitive skills:

- Apply problem-solving and decision-making in operational contexts for efficient and effective performance of the entity.

Core affective skills:

- Manage own and others' learning and performance within an operational context for efficient and effective performance of the entity.
- Apply professional and ethical behaviour, in a socially and culturally appropriate manner.

Core business environment:

- Analyse the impact of internal and external environments on entities.
- Analyse how the origin and nature of the bi-cultural partnership (as embedded in the Treaty of Waitangi) can be applied to business activities and relationships.

LEADERSHIP AND MANAGEMENT

Technical knowledge and skills:

- Identify operational issues and challenges and apply techniques for continuous improvement for efficient and effective performance of the entity.
- Contribute to the business planning for efficient and effective performance of the entity.
- Lead others to implement activities within the entity's plans, including change, for efficient and effective performance of the entity.
- Manage projects within scope, resources and time.

People skills:

- Negotiate and positively influence others to achieve the entity's outcomes.
- Develop a positive workplace culture and team engagement, for efficient and effective performance of the entity.

Business environment:

- Promote compliance with internal and external requirements.

ADMISSION REQUIREMENTS

Applicants for the New Zealand Diploma in Business Level 5 must provide the following:

1. A completed application form.
2. Achievement of NCEA Level 2 including 8 Literacy credits at Level 2 or above and 14 Numeracy credits at Level 1 or above; or an (overseas) equivalent including a full academic transcript. Scanned PDF documents will be sufficient to progress the application, but original documents will be required on arrival at ICL Graduate Business School. Failure to provide original documents will result in the cancellation of the enrolment.
3. For international students, academic IELTS with a minimum score of 5.5 overall (with no band score lower than 5.0 and gained within the past two years in one examination), or any other equivalent approved by NZQA.
4. ICL Graduate Business School also strongly recommends that a Personal Statement, written by the applicant, is attached to the application explaining why they believe they should study on the programme, their motivations and further aspirations.

CREDIT RECOGNITION

Academic credit may be granted for relevant learning achieved prior to enrolment on the programme, up to a maximum of four papers (60 credits).

Cross-credit and Recognition of Prior Learning (RPL) will be considered on an individual basis by the Programme Leader – Business. Credit recognition will not normally be granted for papers or programmes completed more than five years prior to the application unless there is evidence of continued relevance of these papers/programmes for the programme for which the credit is sought. Credit recognition for this programme is also subject to the restriction that credit gained for an outcome may be used only once to meet the requirements of the qualification.

OPPORTUNITIES FOR FURTHER STUDY

Graduates of the New Zealand Diploma in Business (with strands in Leadership and Management) Level 5 who wish to undertake further study may progress to:

- New Zealand Diploma in Business (with strands in Accounting, Administration and Technology, Leadership & Management, and Māori Business and Management) Level 6.
- Business qualifications at degree level with some credit recognition.
- Relevant industry or professional qualifications at Level 6 or above.

PROGRAMME STRUCTURE AND DURATION

An overview of the structure of the New Zealand Diploma in Business (with strands in Leadership and Management) Levels 5 programme is provided in the table below. The qualification graduate profile outcomes relating to People Skills, Cognitive Skills and Affective Skills are embedded throughout the programme in the design, delivery and assessment of each of the papers.

At ICL Graduate Business School, students are expected to do at least two hours of study for each hour of class time. The class hours devoted to the diploma courses will include interactive lectures, tutorials, seminars and workshops. Class times in the daytime vary according to the published timetable. Class times in the evenings are from 5 pm to 9 pm, with one or two short breaks.

Programmes are offered at ICL continuously, with a one-week study break between trimesters and a two-week break over the Christmas period. NZDB Level 5 has a duration of 8 months.

NZDB LEVEL 5 (8 MONTHS) PROGRAMME STRUCTURE*			
CORE PAPERS (THREE PAPERS - 45 CREDITS)		LEVEL	CREDITS
5200	Business Fundamentals	5	15
5201	Professional Practice and Communication in Business	5	15
5202	Contributing to Business Innovation and Change	5	15
LEADERSHIP AND MANAGEMENT PAPERS (FIVE PAPERS - 75 CREDITS)			
5210	Managing Business Operation	5	15
5211	Business Planning	5	15
5212	Leading Business Activities and Change	5	15
5213	New Zealand Business Environment	5	15
5214	Managing Projects	5	15

*Subject to change without notice.



Further Studies	NZDB level 6, Business qualification with credit recognition.
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PAPER OUTLINES

Students will be provided with a paper outline for each paper they take at the start of the trimester. Important information is included within these paper outlines and it is the student's responsibility to ensure they have read and fully understood these documents. If a student seeks further clarity, they should discuss this with their lecturer. Most papers have no prerequisites, with only the student required to meet the programme entry requirements.

5200 - BUSINESS FUNDAMENTALS (LEVEL 5) - 15 CREDITS

This paper aims to prepare students to understand and apply knowledge of business fundamentals including business operations, human resources, accounting, sales/marketing and risk management for efficient and effective performance of a business entity. Students will also be able to demonstrate appropriate people, cognitive and affective skills whilst completing tasks to demonstrate skills and knowledge of business fundamentals.

5201 - PROFESSIONAL PRACTICE AND COMMUNICATION IN BUSINESS (LEVEL 5) - 15 CREDITS

This paper aims to provide students with an opportunity to develop a portfolio of their work that includes the demonstration of knowledge and skills of information research and communication to stakeholders, relationship building, problem-solving and decision-making, professional and ethical behaviour, and managing own and others learning in a real or realistic business environment. Students will also be able to analyse the impact of the internal and external environment and bicultural partnership on business activities and relationships.

5202 - CONTRIBUTING TO BUSINESS INNOVATION AND CHANGE (LEVEL 5) - 15 CREDITS

This paper aims to develop students' knowledge and skills to contribute to operational contexts for innovation and organisational change activities/projects per the business entity's requirements. Students will also be able to engage stakeholders, apply business knowledge and demonstrate professional practices whilst contributing to innovation and organisational change.

5210 - MANAGING BUSINESS OPERATIONS (LEVEL 5) - 15 CREDITS

This paper aims to provide students with an opportunity to identify and solve operational issues and challenges during day-to-day business activities. Students will also gain cognitive, people and affective skills to resolve operational issues for efficient and effective performance of the business entity.

5211 - BUSINESS PLANNING (LEVEL 5) - 15 CREDITS

This paper aims to develop students' knowledge and skills to determine business objectives and develop an implementation plan to achieve them. This paper will also provide an

opportunity for students to practice professional and effective skills and develop a positive culture in the business entity that is conducive to efficient and effective business planning.

5212 - LEADING BUSINESS ACTIVITIES AND CHANGE (LEVEL 5) - 15 CREDITS

This paper aims to prepare students to lead others to implement activities within the business plan of the entity and to lead others during change to improve business performance. Students will also engage stakeholders to lead the team efficiently and effectively.

5213 - NEW ZEALAND BUSINESS ENVIRONMENT (LEVEL 5) - 15 CREDITS

This paper aims to develop students' knowledge and skills to understand and analyse the impact of the business environment (internal and external) and bicultural partnership in New Zealand on its activities and relationships. This paper also provides students with an opportunity to promote business entity compliance by developing a positive work culture and engaging and negotiating with stakeholders.

5214 - MANAGING PROJECTS (LEVEL 5) - 15 CREDITS

This paper aims to develop students' understanding of project management fundamentals. Students will also have an opportunity to manage a project within scope, time and approved resources for a real or realistic business entity. On completion, students will be capable of engaging stakeholders relevant to the project for its successful completion.

NEW ZEALAND DIPLOMA IN BUSINESS (WITH STRANDS IN LEADERSHIP AND MANAGEMENT) NZDB LEVEL 6

PROGRAMME FOCUS

The overall aim of this programme is to equip students with core business skills, attitudes and values that form the crux of leadership and management functions in dynamic and constantly changing business environments. It provides opportunities for students to interact in real or realistic business environments and emerge as graduates in a complex and ever-changing business world. This programme thus aims to provide New Zealand business entities with graduates who are, or can be employed in a range of strategic roles within New Zealand business entities. Graduates will benefit New Zealand business entities by contributing to the achievement of entities' strategic objectives, through the application of knowledge and skills, in an ethical manner, in a bi- and multi-cultural environment.

Graduates will have specialised knowledge and skills for application in operational roles in New Zealand business entities and will benefit New Zealand business entities' operational objectives, through the application of knowledge and skills, in an ethical manner, in a bi and multi-cultural environment.

OUTCOMES

After successful completion of this programme, graduates will have the skills, knowledge and attributes to be able to:

CORE COMPULSORY

Core technical knowledge and skills:

- Determine and develop the business entity's strategic objectives.
- Apply knowledge of the principles and practices of operations, management accounting, sales/marketing, HR, and risk management for the strategic objectives of the entity.
- Contribute at strategic levels to innovation and organisational change.

Core people skills:

- Develop and maintain operational business relationships with stakeholders for efficient and effective performance of the entity.
- Research and communicate information for efficient and effective performance of the entity.

Core cognitive skills:

- Research, evaluate and communicate information for the entity's performance.
- Develop and maintain strategic business relationships with stakeholders for efficient and effective performance of the entity.

Core affective skills:

- Model professional, ethical, and socially and culturally appropriate behaviour.
- Motivate and develop self and others to improve employee engagement and productivity.

Core business environment:

- Develop strategies for managing the impact of external environments on the entity and the effect on the entity's performance.
- Analyse how the origin and nature of the bi-cultural partnership (as embedded in the Treaty of Waitangi) can be applied to business activities and relationships.

LEADERSHIP AND MANAGEMENT

Technical knowledge and skills:

- Manage and lead people to enable them to achieve personal and entity goals for efficient and effective performance of the entity.
- Lead and implement change within the entity for efficient and effective performance of the entity.
- Lead and manage projects and/or entity initiatives.
- Access and manage resources to improve entity performance.
- Analyse and apply financial information to make informed decisions and forecasts for the efficient and effective performance of the entity.

People skills:

- Communicate with stakeholders to engage them with the strategic vision of the entity.
- Lead and model an entity culture and values that support success for efficient and effective performance of the entity.

Business environment:

- Manage compliance with internal and external requirements.
- Analyse the impact of operating in a global context on entity goals and on modern business practice.

ADMISSION REQUIREMENTS

Applicants for the New Zealand Diploma in Business Level 6 must provide the following:

1. A completed application form.
2. Completion of NZDB level 5, certificate including a full academic transcript. Scanned PDF documents will be sufficient to progress the application, but original documents will be required on arrival at ICL Graduate Business School. Failure to provide original documents will result in the cancellation of the enrolment.
3. For international students, academic IELTS with a minimum score of 6.0 overall (with no band score lower than 5.5 and gained within the past two years in one examination), or any other equivalent approved by NZQA.
4. ICL Graduate Business School also strongly recommends that a Personal Statement, written by the applicant, is attached to the application explaining why they believe they should study on the programme, their motivations and further aspirations.

CREDIT RECOGNITION

Academic credit may be granted for relevant learning achieved prior to enrolment on the programme, up to a maximum of four papers (60 credits).

Cross-credit and Recognition of Prior Learning (RPL) will be considered on an individual basis by the Programme Leader– Business. Credit recognition will not normally be granted for papers or programmes completed more than five years prior to the application unless there is evidence of continued relevance of these papers/programmes for the programme for which the credit is sought. Credit recognition for this programme is also subject to the restriction that credit gained for an outcome may be used only once to meet the requirements of the qualification.

OPPORTUNITIES FOR FURTHER STUDY

Graduates of the New Zealand Diploma in Business (with strands in Leadership and Management) Level 6 who wish to undertake further study may progress to:

- Business qualifications at degree level with some credit recognition.
- Relevant industry or professional qualifications at Level 6 or above.

PROGRAMME STRUCTURE AND DURATION

Programmes are offered at ICL continuously, with a one-week study break between trimesters and a two-week break over the Christmas period. NZDB Level 6 has a duration of 8 months.

Background	New Zealand Diploma in Business Level 5
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NZDB LEVEL 6 (8 MONTHS) PROGRAMME STRUCTURE*			
CORE PAPERS (THREE PAPERS - 45 CREDITS)		LEVEL	CREDITS
6200	Strategic Business Planning	6	15
6201	Facilitating Business Innovation and Change	6	15
6202	Managing Business Environmental Factors	6	15
LEADERSHIP AND MANAGEMENT PAPERS (FIVE PAPERS - 75 CREDITS)			
6210	Applied Leadership and Management	6	15
6211	Leadership for Business Transformation	6	15
6212	Managing Business Resources	6	15
6213	Planning and Managing Business Finances	6	15
6214	Leading and Managing Projects	6	15

*Subject to change without notice.



Further Studies	Business qualification with credit recognition
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PAPER OUTLINES

Students will be provided with a paper outline for each paper they take at the start of the trimester. Important information is included within these paper outlines and it is the student's responsibility to ensure they have read and fully understood these documents. If a student seeks further clarity, they should discuss this with their lecturer. Most papers have no prerequisites, with only the student required to meet the programme entry requirements.

6200 - STRATEGIC BUSINESS PLANNING (LEVEL 6) - 15 CREDITS

This paper aims to develop students' skills and knowledge to determine and develop strategic objectives of a business entity by applying the knowledge of the principles and practices of contemporary businesses. Students will also demonstrate skills and knowledge of researching and evaluating information, analysing and solving problems, and analysing business environment impact in formulating a strategic plan for a business entity.

6201 - FACILITATING BUSINESS INNOVATION AND CHANGE (LEVEL 6) - 15 CREDITS

This paper aims to prepare students to contribute at a strategic level to innovation and organisational change per a business entity's requirements by applying their business knowledge. Students will also get an opportunity to develop and maintain strategic relationships, research and communicate information with stakeholders; and apply decision-making and problem-solving skills to facilitate innovation and organisation change per the business entity requirements.

6202 - MANAGING BUSINESS ENVIRONMENTAL FACTORS (LEVEL 6) - 15 CREDITS

This paper aims to provide students with an opportunity to understand and manage the internal and external environment of compliance requirements for a business entity by applying people and cognitive skills. Students will also be able to analyse the influence of the Treaty of Waitangi on business operations in New Zealand and understand the requirements and best practices for operating an international business.

6210 - APPLIED LEADERSHIP AND MANAGEMENT (LEVEL 6) - 15 CREDITS

This paper provides an opportunity for students to lead and manage people including employees and team members by developing and executing a professional development plan given a business entity's strategic vision and goals. Students will also be able to manage and monitor the performance of people by developing a performance management system.

6211 - LEADERSHIP FOR BUSINESS TRANSFORMATION (LEVEL 6) - 15 CREDITS

This paper aims to develop students' knowledge and skills to carry out business transformation for efficient and effective performance of a real or realistic business entity. On completion, students will be able to apply their knowledge of principles and practices of business studies,

and leadership skills, and engage stakeholders to efficiently and effectively lead and implement change within the business entity.

6212 - MANAGING BUSINESS RESOURCES (LEVEL 6) - 15 CREDITS

This paper aims to provide students with an opportunity to use and manage a variety of organisational resources to improve the business entity's performance whilst demonstrating best practices in resource management. Students will also be able to engage relevant stakeholders to use and manage organisational resources in compliance with the business entity's internal and external (including global) requirements. On completion of this paper, students will gain attributes to act as role models in building a culture conducive to the effective use and management of organisational resources.

6213 - PLANNING AND MANAGING BUSINESS FINANCES (LEVEL 6) - 15 CREDITS

This paper aims to prepare students to analyse and apply financial information to make informed decisions and forecasts for the efficient and effective performance of the business entity. Students will also be able to research, evaluate, and communicate financial information with stakeholders on the business entity's performance. On completion of this paper, students will be able to apply knowledge of the principles and practices of the business to make financial decisions on the business entity whilst analysing and managing the impact of the business environment.

6214 - LEADING AND MANAGING PROJECTS (LEVEL 6) - 15 CREDITS

This paper aims to develop students' understanding of project leadership and management. Students will also have an opportunity to lead and manage a project and/or business entity initiative whilst analysing and managing the impact of the business entity's internal and external environment on project success in a global and New Zealand context.

LEARNING AND TEACHING STRATEGIES

Students will engage in a range of activities that may include but are not limited to demonstrations, simulations, role plays, lectures, tutorials for individuals and groups, presentations, guest speakers, practical workshops, experiential tasks, interactive activities, programme-directed learning, peer coaching and critiques, reflective exercises, market research and case studies.

Core content and practical application of skills and knowledge for each of the programme's courses will be delivered over two trimesters and integrated, as appropriate, throughout delivery to ensure holistic and contextualised learning is achieved. The progressive delivery of each paper ensures sufficient focused time for students to master knowledge and work practice applications covered in each respective paper, and therefore maximise achievement of the programme graduate profile. ICL Education actively supports students to become independent and self-managing business professionals and uses a range of authentic and immersive learning initiatives to assist our students to be fully competent on graduation. This can often be challenging for students as they learn to be reflective and responsive problem

solvers and team members, support is therefore provided in several ways inclusive of the teaching team, learning support and pastoral care staff.

Development of numeracy and literacy skills, and concepts of Māori and other cultural world views, traditions, protocols and sustainable practices will be incorporated and integrated throughout the teaching and learning activities of the programmes appropriate concerning the paper context and applications. Students will be expected to access online resources and other texts and complete self-directed learning and other prescribed activities to maximise their learning and success throughout the programme. Students will engage in different activities so that they can develop and demonstrate their knowledge and skills of professionalism and communication in a business environment. Students will also get an opportunity to develop a portfolio that will include examples of professionalism, problem-solving, decision-making, analysing the internal and external environment and application of the bicultural partnership to business activities in a real or realistic environment.

The LMS Canvas in particular will be used throughout the programme:

- An access point for students to any in-class teaching materials, such as summaries of key information, useful websites, articles and e-books relevant to a particular project, as well as social sharing sites like YouTube.
- A repository for essential programme information including a presence per paper outline, due dates and details.
- A forum to manage collaborative projects, by way of forums and shared documents.
- Timed assignments for assessment.
- Case studies and questions for assessment.
- Feedback from lecturers.
- The system for uploading written submissions for assessment grading and similarity checking using Turnitin.

ASSESSMENT

The primary purpose of assessment in the papers comprising these programmes is to assess students' achievement of learning outcomes and the application of knowledge, skills, attitudes and behaviours. Assessment completed throughout the programme of study facilitates the collection of evidence on which a decision is made about a student's performance and achievements, and how these relate to the specific requirements of each respective paper. Assessment policy and conditions shall be following ICL Education Group's Quality Management System (QMS).

ASSESSMENT TASK

An assessment is a method in which lecturers can determine what knowledge students have achieved whilst studying a paper, and which Learning Outcomes the students have met. There are a variety of ways in which a student can be assessed and an 'assessment task' is deemed to include an entire assignment or an exam, not a component task or activity within a set assignment or exam.

In these programmes assessments will include, but are not limited to: portfolios, assignments,

business plans, projects, and practical demonstrations and will be embedded in a real or realistic entity. Each paper within the programme will have a specified range of assessment tasks making a total of 100% overall.

PRACTICAL DEMONSTRATION

Practical demonstration refers to an assessment method using a controlled environment where the student is expected to apply their knowledge and skills in a practical demonstration of an applied business context. Naturally occurring evidence of knowledge and skills will also be considered within the assessment contexts. Students may be recorded (video and/or audio recordings) for evidentiary purposes to support assessment.

PORTFOLIO ASSESSMENT TASKS

Portfolios aim to enable progressive learning where several tasks are undertaken to advance students' links between theory and anticipation of what they may see and implement in practice. Portfolio assessment tasks will contain both written and practical assessment tasks.

ASSESSMENT GRADES

GRADE	% MARK RANGE	DEFINITION
A+	90-100	Pass with Distinction
A	85-89	
A-	80-84	
B+	75-79	
B	70-74	
B-	65-69	
C+	60-64	
C	55-59	
C-	50-54	Pass
D	40-49	Fail
E	0-39	Clear Fail
DNS		Did Not Submit an Assessment
W		Withdrawn from Course/Programme
NC		Did not Complete the Course
CC		Cross-Credit
CT		Credit Transfer
RPL		Recognition of Prior Learning

Students are required to achieve 50% overall for each paper. Where group work is included in an assessment, individual contributions will be peer-evaluated and confirmed by the Lecturer.

COMPLETION REQUIREMENTS

Students must attempt and/or submit all summative assessment tasks at the time, due date and place stipulated by the teaching staff responsible for the respective learning components of the programme.

An achievement-based grading system will apply to the papers' assessment tasks and overall paper grades as outlined above. Students must successfully complete all of the courses specified for this programme. Successful completion of a paper requires students to achieve a minimum pass of 50% overall from the assessment tasks within the respective paper.

All students are expected to attend from the start of the programme unless they have been given written permission from the Programme Leader– Business to start later. Any student who has not attended by the beginning of the third week of their paper without written permission may be withdrawn. Students are expected to attend all classes throughout the duration of this programme. Any student who does not meet the attendance requirements of the programme or their enrolment contract (for example international students or students on allowances) will be considered to be in breach of their enrolment contract and may be suspended or withdrawn from their paper/programme. In such cases, any third party with an interest in the contract, for example, Immigration NZ, StudyLink or WINZ, will be notified.

The maximum period for completion using any combination of delivery methods will be four years. As a general rule, students studying full-time face-to-face will complete the three core papers and five strand papers within 34 weeks. There are no minimum times for completion.

REASSESSMENT

A student who has failed a paper assessment task will be allowed to resubmit or retake one assessment task per paper. The maximum mark available for any resubmission or retake of an assessment task shall be the minimum pass mark.

Requests for re-submissions/re-sits must be made to the relevant Programme Leader no later than 5 working days after the assessment has been marked and returned to the student.

Reassessment of a failed course will be determined in accordance with the process outlined in the ICL Education Group's Quality Management System. The timing of reassessment will be determined according to the nature of the assessment task, and the availability of resources and staff. Reassessment will be completed within timeframes that ensure student progression throughout the programme remains unaffected.

CONDITIONS

The following are the conditions and requirements that a student must meet in order to be eligible for any re-submission or retake of an assessment task in the NZDB programmes.

Students must have submitted and reasonably attempted every piece of assessment by the due date and time for a paper.

- Students who do not submit an assessment, and who do not have advance approval from the Programme Leader or without a submitted Appeals application, will be withdrawn from the paper and will be required to repeat the paper, paying the full fee again.
- Requests for re-submissions/resits must be made to the relevant Programme Leader no later than five working days after the assessment has been marked and returned to the student.

REQUESTS FOR RECOUNTS, REMARKS AND SPECIAL CONSIDERATION

Students may request recounts, remarks special consideration in relation to major assessments by completing the appropriate form and paying the applicable fee (if any) at reception.

All requests must be made within 2 weeks of the posting of provisional results for the assessment in question or from the time it is handed back by the lecturer to the student, whichever happens first. Requests made outside of this timeframe will not be accepted.

A student can appeal for the following:

RECOUNT

- The assessment script's mathematical count is checked by an individual (other than the original marker) to check consistency.
- It is possible that a student's mark may be lowered from the original mark as a result of a re-count.

REMARK

- The assessment script is remarked by an independent marker (someone other than the original marker) to determine consistent, fair and accurate marking.
- It is possible that a student's mark may be lowered from the original mark as a result of a re-mark.
- A fee will be charged to students for a re-mark.

SPECIAL CONSIDERATION

Where a student has a special circumstance (such as family issues) they may request that to be taken into account in the context of their assessment and their overall course performance. Such requests are to be emailed to the appropriate Programme Leader with supporting evidence for assessment.

ICL has no obligation to accept applications for special consideration and the outcome is solely at the discretion of ICL. All such applications are assessed on a case-by-case basis.

APPEALS

An appeal is where a student wishes that the Academic Board review a formal decision made by an academic staff member. Appeal requests must be made within 2 weeks of the decision made, requests made outside of this timeframe will not be accepted.

Students may make an appeal request by completing the appropriate form and paying the applicable fee at reception. The Academic Board will not review an appeal form if the form is incomplete, the fee is not paid, or the appeal is submitted after the 2-week deadline.

Whilst you can appeal any Academic Misconduct decision you receive, please take the following into account to make sure you do not waste your time or money:

1. You need a reason to appeal and this reason must be supported by evidence.
2. An appeal because you don't like a decision or because you don't get a decision you like is likely to be declined.
3. Appealing decisions to negotiate fees (such as dishonesty penalties or repeat fees) are likely to be declined.
4. Appealing marks given in an assessment are likely to be declined.
5. Appeals against having to repeat papers because you don't want to, have visa issues or affordability issues are likely to be declined.

It is at ICL's discretion to either approve or reject any Appeal from a student.

PRESCRIBED TEXTS

Each NZDB paper has an "e-Text" supplied to you to support your learning. Your lecturer will show you how to access and use this book. Where a prescribed text does not cover the entire material outlined in the subject syllabus, reasonable efforts will be made to ensure supplementary notes or booklets are made available to students at a minimal cost.

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PLAGIARISM

ACADEMIC DISHONESTY AND PLAGIARISM POLICY PRINCIPLE

The principle to be applied is that no student shall obtain, or attempt to obtain, an advantage in assessment through unfair or improper means. Any such attempts shall be deemed to be in contravention of the regulations governing ICL's academic qualifications and subject to disciplinary action.

LIBRARY AND PROQUEST

You have access to ProQuest, an electronic database with many resources at your disposal. P

ProQuest can be accessed for free whilst using the computers or Wi-Fi network whilst on campus. You can access ProQuest on campus using this link:

<http://search.proquest.com/business/index?accountid=164702>

Auckland Council Library, with 55 outlets across the city, offers free membership to everyone. ICL encourages all students to avail of the membership and make use of the enviable lending services on offer.

NOTIFICATION OF RESULTS AND CERTIFICATION

Student results are released after assessments have been moderated and results approved by the Programme Committee and ratified by the Academic Board. You will be notified of your results via your ICL email address. Upon successful graduation from this programme, you will be awarded a certificate with an academic transcript.

UNIVERSITY OPPORTUNITIES FOR FURTHER STUDY

ICL has an understanding with several institutions regarding the opportunity for further studies for its students. Programmes at Auckland University of Technology, Waikato University and Massey University may take into consideration ICL student applications for some of their doctorate programmes. Successful applications and enrolments are at the individual university's discretion.

FURTHER INFORMATION

For further information concerning studying at the ICL Education Group, please refer to the following information: **Academic Handbook** and **Student Services Support Handbook** or to our website icl.ac.nz