



ICL

GRADUATE BUSINESS SCHOOL

PROGRAMME HANDBOOK

BACHELOR OF BUSINESS INFORMATION SYSTEMS (WITH STRANDS IN HEALTHCARE)

Level 7

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NZQA-Accredited Provider
ICL Graduate Business School is part of ICL Education
Group, MoE No. 7548

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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	Master of Management
	Master of Management by Thesis
	Master of Management (Healthcare)
	Master of Management (Marketing)
	Master of Management (Project Management)
	Master of Management (Construction Project Management)
	Master of Management (Supply Chain and Logistics Management)
	Master of Business Informatics
	Master of Business Informatics by Thesis
LEVEL 8	Postgraduate Diploma in Business
	Postgraduate Diploma in Business Informatics
LEVEL 7	Graduate Diploma in Teaching (Early Childhood Education)
	Graduate Diploma in Business (International Business Innovation)
	Graduate Diploma in Business (International Hospitality Management)
	Graduate Diploma in Business (International Tourism Management)
	Bachelor of Business Information Systems
	Bachelor of Business Information Systems (Healthcare)
LEVEL 5	New Zealand Diploma in Business

MANAGEMENT TEAM

Chief Executive Officer	Gordon Bobin
Academic Director	Dr Paula Ray

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 worldviews 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 worldviews 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.

BACHELOR OF BUSINESS INFORMATION SYSTEMS WITH STRANDS IN HEALTHCARE – BBISHC LEVEL 7

PROGRAMME FOCUS

The programme leads to the qualification of Bachelor of Business Information Systems in Healthcare, which sits at Level 7 on the NZQF.

The aims of the Bachelor of Business Information Systems in Healthcare are:

- To meet the need in domestic and global organisations for graduates who possess a blend of business, digital, and information systems skills applicable across industries, including healthcare and health-related sectors.
- To equip graduates with technical skills in information systems and information service provision, knowledge of core business concepts, and professional skills required to work effectively across digital, business, and healthcare environments.
- To deliver work-ready graduates who can employ information systems to support organisational growth and service improvement, and who can interpret and apply data in meaningful, ethical, and responsible ways, including within healthcare contexts.
- To prepare graduates who are independent and critical thinkers with strong cognitive, problem-solving, communication, and teamwork skills necessary to enhance efficiency and effectiveness in diverse organisational settings.
- To develop graduates who understand the role of digital technologies, data management, and information systems in supporting healthcare delivery, health information management, and organisational decision-making.
- To provide research-informed interdisciplinary study that integrates business knowledge, digital innovation, and emerging industry practices.

OUTCOMES

Graduates of the Bachelor of Business Information Systems in Healthcare will be able to:

- Apply business information systems knowledge and digital technologies within healthcare and health-related organisations to support service delivery, operational effectiveness, and organisational decision-making.
- Analyse and manage healthcare-related data and information ethically and responsibly, recognising privacy, security, and regulatory requirements relevant to health information.
- Evaluate and support the implementation of digital health and information system solutions, working effectively with technical and non-technical stakeholders in healthcare environments.

ADMISSION REQUIREMENTS

Applicants for the Bachelor of Business Information Systems must provide the following:

1. A completed application form.
2. Gained a qualification that is recognised as the **New Zealand University Entrance (UE)**:
 - a) **New Zealand secondary school qualifications**: Have completed University Entrance, which requires NCEA Level 3, including:
 - 14 credits at NCEA Level 3 in three different approved subjects.
 - 10 credits at NCEA Level 2 or higher in English or Māori (5 in reading, 5 in writing).
 - 10 credits at NCEA Level 1 or higher in Mathematics or Pangarau.

(New Zealand applicants who have experienced disruptions in their studies from COVID-19 may qualify for UE with different criteria, as set out on this NZQA website), or

- b) **Cambridge International Examination (CIE)**: A minimum of 120 points on the NZ CAIE Tariff at A or AS level from any subjects which are broadly equivalent to the subjects in the NCEA approved subject list, which includes:
 - At least three subjects (excluding Thinking Skills) with grades D or above.
 - Numeracy skills: a minimum grade of D in any mathematics subject at AS or A level.
 - Literacy skills: a minimum grade of E in English Language and/or English Literature subject at AS or A level. Or
- c) **International Baccalaureate (IB)**: IB Diploma with a minimum of 24 points, which includes:
 - Numeracy skills: any mathematics subject – IB Group 5.
 - Literacy skills: Literacy of language and literature (SL or HL) – IB Group 1, with English as the language. Or
- d) **An alternative secondary school qualification (Ad Eundem Statum)** that is deemed equivalent to UE. This may include:
 - An appropriate qualification from an overseas secondary school or tertiary institution, deemed to be sufficient for admission into a bachelor's programme, subject to meeting literacy and numeracy standards required for UE, or their equivalent.
 - An approved Foundation Studies qualification, subject to meeting literacy and numeracy standards required for UE, or their equivalent.
 - An approved course of study at Level 3 or above, normally consisting of 120 credits.

3. Graduation certificate including a full academic transcript. Scanned PDF documents will be sufficient to progress the application, but original documents may be required on arrival at ICL Graduate Business School. Failure to provide original documents will result in the cancellation of the enrolment.
4. Credit recognition and transfer (CRT) and/or Recognition of Prior Learning (RPL) of up to 240 credits may be recognised and credited on a case-by-case basis.
5. 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 (e.g. NZCEL Level 5, PTE, LanguageCert).
6. 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.

PROGRAMME STRUCTURE AND DURATION

The Bachelor of Business Information Systems in Healthcare is a 360-credit programme delivered full-time over six trimesters. The total length is 110 weeks (96 weeks of study plus 14 weeks of holiday).

- Full-time learners will study four papers per trimester.
- Part-time learners may complete the programme within a maximum of five years.

ICL follows the NZQA model of ten hours of study for every credit in a paper; thus, for this paper, 300 hours are needed to earn the 30 credits. Of those 300 hours, 128 are scheduled class time (8 hours x 16 weeks), leaving 172 hours for learners to do the research and write up the project.

TRIMESTER (16 WEEKS)	BBISHC LEVEL 7 (24 MONTHS) PROGRAMME STRUCTURE*			
	LEVEL 5 PAPERS		LEVEL	CREDITS
1	5140	Information Systems	5	15
	5143	Introductory Statistics for Business Management	5	15
	5200	Business Fundamentals	5	15
	5201	Professional Practice and Communication in Business	5	15
2	5202	Introduction to Healthcare Concepts, Systems and Practice	5	15
	5203	Public Health, Communication and Policies	5	15
	5205	Patient-Centred Care and Ethics	5	15
	5210	Managing Business Operations	5	15
3	5213	New Zealand Business Environment	5	15
	TOTAL LEVEL 5			135
	LEVEL 6 PAPERS			
	6106	Information Security Management	6	15
	6200	Strategic Business Planning	6	15
	6203	Business Process Management	6	15
	6204	Technology in Healthcare Management	6	15
4	6205	Māori and Global Perspectives in Healthcare Management	6	15
	6206	Digital Health Platforms and Cybersecurity in Healthcare	6	15
	6209	Integrated Project Management	6	15
5	6213	Planning and Managing Business Finances	6	15
	6501	Applied Business Research	6	15
	TOTAL LEVEL 6			135
	LEVEL 7 PAPERS			
	7101	Business Intelligence and Analytics	7	15
6	7102	Data Mining and Knowledge Discovery	7	15
	7103	Software Requirements Analysis	7	15
	7241	The Digital and Social Media Landscape	7	15
	7502	Applied Project	7	30
TOTAL LEVEL 7				90
TOTAL FOR BBISHC				360

CREDIT RECOGNITION AND TRANSFER (CRT), AND RECOGNITION OF PRIOR LEARNING (RPL)

ICL recognises prior learning achieved within formal, informal, non-formal, experiential, and workplace settings. ICL recognises the principle that learners may have acquired knowledge, skills, and/ or attributes prior to enrolling in an ICL study programme that aligns with individual papers' learning outcomes and graduate profile statements. ICL follows a robust process to recognise prior learning for the award of credit.

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.

LEVEL 5 PAPERS

5140 - INFORMATION SYSTEMS (LEVEL 5) - 15 CREDITS

This paper aims to introduce learners to the uses of Information Systems (IS), business hardware and software, and communications components. On completion of this paper, learners will be able to analyse and evaluate global Information Systems, explain the steps of IS planning including the Systems Development Life Cycle, and discuss the risks that IS faces. Learners will also understand and evaluate the application of basic business software concepts such as spreadsheets and databases.

5143 - INTRODUCTORY STATISTICS FOR BUSINESS MANAGEMENT (LEVEL 5) - 15 CREDITS

The aims of this paper are to enable learners to summarise, analyse, interpret, and present data, make predictions and apply inferential techniques to aid business decision-making. A major proportion of this paper will require learners to use spreadsheet software to perform data analysis.

5200 - BUSINESS FUNDAMENTALS (LEVEL 5) - 15 CREDITS

This paper aims to prepare learners to understand and apply broad knowledge of business fundamentals, including business operations, human resources, accounting, marketing/sales and risk management, to support the performance of a business entity. Learners will also be able to identify operational issues/challenges and apply techniques for continuous improvement, 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 learners with an opportunity to develop a portfolio of their work that includes the demonstration of knowledge and skills of communication, relationship building, positive workplace culture and professional and ethical practices. Learners will also be able to analyse the impact of the internal and external environment and bicultural partnership on business activities and relationships.

5202 - INTRODUCTION TO HEALTHCARE CONCEPTS, SYSTEMS AND PRACTICES (LEVEL 5) - 15 CREDITS

This paper provides a foundational overview of the healthcare industry, exploring key concepts, systems, and practices that shape healthcare delivery in New Zealand and globally. Examines the structure and function of healthcare systems, the roles of various healthcare professionals, and the legal and regulatory factors that impact best practices in healthcare management. Learners will be able to analyse healthcare perspectives and practices and be introduced to the management principles necessary for effective healthcare administration.

5203 - PUBLIC HEALTH, COMMUNICATION AND POLICIES (LEVEL 5) - 15 CREDITS

This paper explores the critical intersection between public health, effective communication, and health policies. Examines the foundations of public health, including disease prevention, health promotion, and population health strategies. Analyses the role of evidence-based communication principles and strategies in shaping public understanding, influencing behaviour, and guiding policy development. Learners will be able to understand the role of government and non-government stakeholders, and the balance between individual rights and collective wellbeing in shaping effective, fair, and sustainable healthcare systems.

5205 - PATIENT-CENTRED CARE AND ETHICS (LEVEL 5) - 15 CREDITS

This paper explores how healthcare can be tailored to respect and respond to each patient's values, needs, and preferences while upholding core ethical principles such as autonomy, beneficence, non-maleficence, and justice. Learners will be able to examine the importance of effective communication, shared decision-making, cultural competence, and informed consent in fostering trust and improving health outcomes.

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

This paper aims to provide learners with an opportunity to identify operational issues and challenges and apply techniques for continuous improvement to support the entity's performance. Learners will also be able to develop and maintain operational business relationships with stakeholders and monitor compliance to meet internal and external requirements to support the performance of a business entity.

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

This paper aims to develop learners' 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 learners with an opportunity to monitor the business entity's compliance by developing strategies for a positive work culture and team engagement, and to value diversity to support the entity's performance.

LEVEL 6 PAPERS

6106 - INFORMATION SECURITY MANAGEMENT (LEVEL 6) - 15 CREDITS

This paper aims to develop the learners' ability to identify and prioritise information assets and analyse threats to those assets. Learners are introduced to new information security standards and frameworks, which are necessary to define security strategies and policies, and they will develop knowledge of security management practices and disaster recovery planning.

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

This paper aims to develop learners' skills and knowledge to contribute to a business entity's strategic objectives and plan by applying the knowledge of the principles and practices of contemporary businesses. Learners will also be able to analyse the impact of the bi-cultural partnership on the strategic plan by applying the principles of te Tiriti o Waitangi. Further, learners will apply personal and interpersonal skills and professional and ethical practices with integrity to contribute to the achievement of strategic objectives of a business entity.

6203 - BUSINESS PROCESS MANAGEMENT (LEVEL 6) - 15 CREDITS

This paper aims to equip learners with theoretical and practical knowledge of Business Process Management (BPM) and business changes. The paper will develop the concepts of business processes as organisational strategic assets so that learners understand the BPM life cycle and critical success factors and apply BPM concepts for modelling. It will enable learners to enhance their learning on how to implement BPM and process-focused activities with detailed tools.

6204 - TECHNOLOGY IN HEALTHCARE MANAGEMENT (LEVEL 6) - 15 CREDITS

This paper examines the role of technology in modern healthcare management, focusing on how digital tools and information systems support the delivery, coordination, and improvement of healthcare services. Explore topics such as electronic health records (EHRs), telemedicine and emerging technologies like AI and wearable devices. Learners will be able to address the challenges of technology adoption, including data privacy, system integration, and user training. This paper will teach learners to analyse how technology enhances operational efficiency, patient care, and decision-making in healthcare organisations.

6205 - MĀORI AND GLOBAL PERSPECTIVES IN HEALTHCARE MANAGEMENT (LEVEL 6) - 15 CREDITS

This paper explores how indigenous and global perspectives influenced by social, economic, cultural, and environmental factors shape and improve healthcare systems. Delves into the unique opportunities afforded by the Māori healthcare experience, highlighting the importance of cultural competence, equity, and holistic approaches to care. Learners will be able to compare Māori healthcare principles with global management models, assessing their relevance and adaptability in diverse healthcare settings. This paper emphasises strategies to promote inclusive, patient-centred care in both local and international contexts.

6206 - DIGITAL HEALTH PLATFORMS AND CYBERSECURITY IN HEALTHCARE (LEVEL 6) - 15 CREDITS

This paper examines the intersection of digital health platforms and cybersecurity in the healthcare industry. It explores how technological advancements are impacting and transforming patient care and healthcare delivery. The paper also highlights the critical importance of cybersecurity in protecting sensitive health data from growing cyber threats and discusses the risks associated with data breaches, privacy violations, and the legal and ethical implications of securing patient information. Learners will be able to evaluate current cybersecurity strategies and frameworks used in healthcare settings.

6209 - INTEGRATED PROJECT MANAGEMENT (LEVEL 6) - 15 CREDITS

The paper aims to evaluate the characteristics of integration project management standards. It enables learners to create a project plan, modify an existing project plan to reflect changes and produce project progress reports. Learners' ability to manage the elements of multi-project programmes is developed, and learners are enabled to prepare an alternative completion plan and perform a critical path analysis of a project using statistical and software tools.

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

On completion of this paper, learners will be able to analyse and apply financial information to make informed decisions and forecasts for the efficient and effective performance of a business. They will also be able to research, evaluate, and communicate financial information to stakeholders on a business entity's performance, and apply knowledge to make financial decisions on the business entity while analysing and managing the impact of the business environment.

6501 - APPLIED BUSINESS RESEARCH (LEVEL 6) - 15 CREDITS

This paper aims to develop learners' ability to frame a business problem as a research question and to develop learners' understanding of qualitative and quantitative approaches to answering a research question. It will enable learners to evaluate, select and apply appropriate approaches to devising a research project and to develop skills in analysing and interpreting research data.

LEVEL 7 PAPERS

7101 - BUSINESS INTELLIGENCE AND ANALYTICS (LEVEL 7) - 15 CREDITS

This paper aims to develop learners' understanding of the fundamental concepts of collection and analysis of large and complex data in a business context for decision-making. The paper enables learners to acquire knowledge of graphic and textual data analysis and to develop practical skills in applying data analysis and visualisation techniques using analytics.

7102 - DATA MINING AND KNOWLEDGE DISCOVERY (LEVEL 7) - 15 CREDITS

This paper aims to develop learners' knowledge and skills to select, apply and evaluate business intelligence and data mining techniques focused on discovering knowledge that can add value to a company. Learners will learn to extract knowledge from the data in accordance with business objectives, and effectively communicate the results to stakeholders, highlighting how the knowledge can be used to add value to the business. The paper highlights various features of Data Mining that include statistical and machine-learning techniques to build decision-making models from raw data.

7103 - SOFTWARE REQUIREMENTS ANALYSIS (LEVEL 7) - 15 CREDITS

This paper aims to equip learners with the knowledge of different requirements-gathering techniques along with languages and models used to represent software requirements. The paper will enable learners to specify and analyse software-requirement techniques that include need, goal, and use case analysis. Learners will also be able to manage and validate the requirements of different types of software systems.

7241 - THE DIGITAL AND SOCIAL MEDIA LANDSCAPE (LEVEL 7) - 15 CREDITS

This paper equips learners with the required knowledge and skills for effective digital and social media management for strategic purposes in a variety of business contexts and a range of organisational types within an international context. Learners will apply and evaluate the critical role of digital and social media in driving business effectiveness through strategic planning via research, audience analysis, objectives, execution, tools for monitoring and measurement and a continuous review mindset.

7502 - APPLIED PROJECT (LEVEL 7) - 15 CREDITS

This paper aims to provide learners with the opportunity to use knowledge and skills acquired during the programme to identify a real-world business information systems issue or challenge, conduct small-scale primary or secondary research designed to provide a solution and complete a project report that clearly presents this research for a business audience.

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 BBIS 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 have submitted an 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, and 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 recount.

REMARK

- The assessment script is re-marked 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 this 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.

REQUIRED TEXTBOOKS

Students will be provided with e-textbooks for each of the subjects that they will be studying. The paper outline will state which textbooks are required for each paper.

COPYRIGHT

Illegal photocopying of texts is strictly prohibited and any such material will be confiscated and forwarded to the relevant publisher who owns the intellectual property. If students persist in such illegal replication, then the School will inform the publisher.

In New Zealand, you cannot copy from a textbook unless the book is out of print or less than 10% of the content is being copied. This is only allowed once. It is illegal to copy a complete book. Such a copy must be destroyed. If you copy a book, you are liable to prosecution under New Zealand law. For a full explanation refer to www.whatiscopyright.org

Copyright laws grant the creator the exclusive right to reproduce, prepare derivative works, distribute, perform and display the work publicly.

Most countries are members of the Bern Convention and the Universal Copyright Convention (UCC) which allow you to protect your works in countries of which you are not a citizen or national. For more details refer to www.whatiscopyright.org

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

Student Support Staff member will explain how our lending library system works. All ICL Business students have access to the joint ICL library. Ask for support and assistance with finding information and completing assignments.

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

AI USAGE POLICY FOR STUDENTS

Artificial Intelligence (AI) tools are designed to provide answers to a wide range of questions. They have the potential to enhance students' learning experience and support educators' teaching capabilities. However, it is important to recognise the limitations and ethical considerations of using such tools in a tertiary educational setting.

PURPOSE

Artificial Intelligence (AI) tools are designed to provide answers to a wide range of questions. They have the potential to enhance students' learning experience and support educators' teaching capabilities. However, it is important to recognise the limitations and ethical considerations of using such tools in a tertiary educational setting.

PRINCIPLES

1. AI should be used as a supplementary tool for learning and not as a substitute for assessment writing. It is essential to remember that AI tools cannot replace human thinking and expertise.
2. AI tools should be used with caution and critical thinking, as they may not always provide accurate or appropriate information or responses. Students should critically evaluate the reliability and validity of responses and seek clarification or additional information when necessary.
3. AI tools should be used ethically and responsibly, respecting the privacy and dignity of others, including confidential information about ICL, and avoiding topics that are illegal, harmful, or offensive.
4. Any misuse or abuse of AI tools will not be tolerated and could result in disciplinary action.
5. AI should be used with attribution and citation by acknowledging the source to make it 'authentic' content. Failure to do this would make the content 'inauthentic'. In other words, students should give credit to the AI tools when using their responses in their work.
6. Any academic misconduct, as specified in the ICL Assessment Policy, is extended to the misuse or abuse of AI tools.

USE OF AI BY STUDENTS

Indicative acceptable uses:

- Using AI as a search engine replacement.
- Using AI for structural scaffolding to organise thinking without touching the intellectual content.
- Using AI as a debugging partner or correcting language and grammar in real time.
- Using AI as an always-available tutor.
- Using AI to fill in knowledge gaps.

Indicative unacceptable uses:

- Using AI as a production accelerator, or using AI to write an assessment.
- Submitting AI-generated work as their own without meaningful review, editing, and appropriate acknowledgement.
- Using AI to complete an assessment where AI use is not permitted.
- Using AI to create, change, or fabricate references, sources, evidence, data, case studies, or quotations.

HOW TO REFERENCE?

If you use an AI tool in any of the acceptable ways, please acknowledge it by providing an in-text citation and reference using the APA 7th format.

Format for referencing:

Author. (Year of version). Name of model (version number) [Description]. Website name.
<https://xyz>

Example:

Google. (2026). Gemini (3.5 Flash) [Large Language Model]. <https://gemini.google.com>

Please note: When the author and the website name are the same, mention it only once as 'author'.

Format for in-text citation:

(Author, year of version)

Examples:

(Google, 2026) or Google (2026)....

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.

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