



# ICL

GRADUATE **BUSINESS** SCHOOL

## Postgraduate Diploma in Business Level 8



**2018**

## Important Information



1. This programme handbook contains the most up-to-date information available as of Aug, 2018.
2. Course details are continually being revised and updated and key texts replaced. Your lecturer/ tutor will provide you with the most up-to-date information on each paper you are taking.
3. On the Postgraduate Diploma programme each paper requires 150 hours of study in order to gain the 15 credits allocated to it on the New Zealand Register of Qualifications.
4. Given that contact teaching time totals between 60 and 70 hours, you are expected to work for at least two hours independently for every contact hour taught.
5. NZ and Australian universities regularly revise their credit transfer policies. The policies in this handbook record the latest information ICL Business School has to hand, but the School takes no responsibility for changes universities make from time to time.

## ICL Graduate Business School Programmes

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

<b>Level 9</b>	Master of Business Informatics
<b>Level 8</b>	Postgraduate Diploma in Business
	Postgraduate Diploma in Business Informatics
<b>Level 7</b>	Graduate Diploma in Business (International Business Innovation)
	Graduate Diploma in Business (International Hospitality Management)
	Graduate Diploma in Business (International Tourism Management)
	Diploma in Computing
	Diploma in Business Computing
<b>Level 6</b>	New Zealand Diploma in Business
	ICL Diploma in Business
	New Zealand Diploma in Early Childhood Education
<b>Level 5</b>	Diploma in Business
	New Zealand Diploma in Early Childhood Education
<b>Level 4</b>	New Zealand Certificate in English Language

## Management

Chairman	
Ewen Mackenzie-Bowie	BA (Hons), Stirling; MA, Surrey; RSA Dip TEFL, Edinburgh; ITTI Cert TEFL, Hastings; FRGS, London, MInst D
Principal	
Wayne Dyer	BA, Massey; M Applied Linguistics, Macquarie; Dip TEFL, Cambridge; RSA Cert TEFL
Academic Director	
Dr Jocelyn Williams	BA, Massey; PGDipBusAdmin, Massey; MMgt (Distinction), Massey; PhD, Massey; DipTchng, Auckland College of Education (now University of Auckland)
Pathways Director	
Brent Hawkins	BCom, Auckland; PGDipBusAdmin, Massey; MMgt, Massey; TTC, Waikato University – Hamilton Teachers' College
Research Professor	
Dr Michèle Akoorie	BA, Auckland; MBA (Distinction), Cass Business School, London; PhD, Waikato
Programme Coordinator	
Craig Rhodes	BHSci (Comp Med), Charles Sturt University, Australia; MMgt (Distinction), Massey

# The Postgraduate Diploma in Business - PGDipBus Level 8

## Aims

The aims of the Postgraduate Diploma in Business are:

To take an interdisciplinary approach to study in the fields of international business studies within a single qualification, while retaining the core business disciplines of economics, marketing, project management, organizational behaviour, leadership, and accounting.

This is a one-year, full-time programme of study designed for graduates of a first degree in a business-related subject. It is suited for those seeking to:

1. Bridge the gap between a first degree and a career in business, that requires further qualifications; and
2. Build a firm foundation for further study at postgraduate level in the business discipline

## Outcomes

Graduates of this programme will have acquired an advanced-level knowledge of international business theory, assessment and management. Furthermore, students will develop the ability to prepare for and work towards running and managing a business and/or, undertake, mid-level management roles within a variety of industries.

Graduates will be suitable in roles, which have prospects of a management career pathway (as identified by ANZSCO as Level 1 skilled employment roles).

### **Graduates of the programme will have acquired the following specialist skills and knowledge:**

- Critically analyse concepts of leadership, teamwork, marketing, finance, and accounting in relation to contemporary organizations.
- Evaluate and apply entrepreneurial activities, quantitative analytical techniques, market research methods and project management processes within a global setting.
- Generate a critical understanding of global economic and political activities.

### **Graduates of the programme will have acquired the following general skills:**

- Intellectual rigour: a commitment to excellence in all scholarly and intellectual activities, including critical judgement.
- Creativity: an ability to develop creative and effective responses to intellectual, professional and social challenges.

- Ethical practice: a commitment to sustainability and high ethical standards in social and professional practices.
- Knowledge of a discipline: command of a discipline to enable a smooth transition and contribution to professional and community settings.
- Lifelong learning: the ability to be responsive to change, to be inquiring and reflective in practice, through information literacy and autonomous, self-managed learning.
- Communication and social skills: the ability to communicate and collaborate with individuals, and within teams, in professional and community settings.
- Cultural competences: an ability to engage with diverse cultural and bi-cultural perspectives in both global and local settings and in the context of the Treaty of Waitangi.

### **Entry Requirements**

Students applying to study the PGDipBus must provide the following:

- A completed application form.
- Original transcripts showing a Bachelor degree or a Graduate Diploma in a related field from a recognized institution, including full transcripts and grade point average details, or equivalent. Qualifications must be specific to business-related subjects such as (but not limited to) commerce, economics, accounting, marketing and communications.
- Qualifications must be approved by the Academic Board. A scanned PDF 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.
- For international students, IELTS with a minimum score of 6.5 overall (with no band score lower than 6.0), or any other equivalent approved by NZQA.
- Credit transfer of up to four papers and RPL will be negotiated on a case-by-case basis.

### **Recognition of Prior Learning**

Where students have acquired skills and knowledge in learning and work settings but not been formally assessed and credited, they may apply for RPL/RCC where the claimed skills and knowledge match the learning outcomes of the Postgraduate Diploma papers.

Applications for recognition of prior learning (RPL) are welcomed and will be given early consideration. Decisions on RPL are based on one or more of the following: a portfolio; attestation by an experienced subject or industry expert; references from previous employers or educational organisations.

## **Cross Credits**

Credit transfers from other qualifications will be individually considered when supported by detailed documentation from the other organisation. To obtain credit transfer the student needs to present a case to ICL for the ICL Senior Lecturer to assess. The onus is on the student to demonstrate a match, normally of 80% of content, from a course, paper or module studied to the unit standard for which credit transfer is claimed.

In order to make an assessment the student needs to provide:

- Level of course taken;
- Duration of course taken: number of weeks and hours per week, both contact teaching and self-study;
- Content summary of course taken;
- How an 80% match is achieved between the course taken and the unit standard for which credit is requested.

Credit transfer of up to four papers and RPL will be negotiated on a case-by-case basis. All course components are compulsory.

## **Admission Appeals**

If a student wishes to appeal an admission process or a credit transfer or RPL/RCC assessment decision he/she should:

1. Discuss the matter directly with the Academic Director.
2. If there is no resolution at Step 1, the Manager of Business Programmes will table the appeal at the Senior Management Team meeting for discussion and resolution. The Principal will be responsible for reporting the committee's decision to the student concerned.
3. In the case of a RPL/RCC decision involving a 'buddy' institution, the matter will be referred back to the institution concerned and be subject to the appeal processes of the institution concerned.

If the student is still dissatisfied with the outcome of an appeal, he/she will be advised to appeal in writing to the NACBS

## Programme Structure and Duration

This full-time programme will be delivered through face-to-face classroom learning at ICL Graduate Business School, Auckland.

Students will take up to three papers per trimester. Each paper will be taught through one four-hour class per week, delivered by an ICL staff member across a 16-week trimester on either a day or evening timetable. In total, students will receive four contact hours per paper per week. Students are also expected to study independently for five hours per paper per week. This totals 27 hours of learning per week for each student.

Programmes are offered at ICL continuously, with a one-week study break between trimesters and a two-week break over the Christmas period.

Therefore, students will complete the Post Graduate Diploma in Business within one calendar year of full-time study.

Level 7 Undergraduate Degree in a business-related field		
Level 8 Postgraduate Diploma in Business		
Trimester (16 weeks)	Programme Structure*	Level
1	Accounting for Managers (8200)	8
	Marketing (8241)	
	Organizational Behaviour (8230)	
2	Economics and Quantitative Analysis (8220)	9
	Global Business (9201)	
	Entrepreneurship and Marketing (9201)	
3	Project Management (9203)	9
	Leading and Managing People (9230)	

\*Subject to change without notice

## Level 9 Master's Degree

## **Paper Outlines**

Students will be provided with a paper outline for each paper via the ICL Learning Management System (LMS) they take at the start of the semester. 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.

### **Accounting for Managers (8200)**

This paper introduces students to the fundamentals of financial and management accounting viewed from the perspective of the business manager. The focus is on critical evaluation of accounting information contained in financial statements and management accounting reports for use by managers to inform responsible decisions.

### **Marketing (8241)**

This paper introduces students to the concepts of markets and the philosophy of marketing underpinning our contemporary business environment. Looks at aspects of marketing management: customer focus, relationship marketing, monitoring of the environment, buyer behaviours, marketing research, marketing planning, the marketing mix, and competitive strategy. Concepts are applied to products and services in a global context.

### **Organizational Behaviour (8230)**

This paper introduces students to work and worker behaviour; behaviour at work; group and organizational behaviour; links between behaviour and organizational restructure; tasks and job design; administrative hierarchy; job satisfaction and worker adjustment; stress and other factors related to the environment of work; values associated with work behaviour.

### **Economics and Quantitative Analysis (8220)**

This paper focuses on aspects of microeconomics and macroeconomics of most relevance to managers. The main themes are the market systems and what it can accomplish; limitations and failures of markets; government policies and other factors in the macroeconomic environment impacting on business; how issues and government policies with respect to the international economy impact on business. Quantitative analytic techniques for business and economics are introduced and applied.

### **Global Business (9201)**

This paper allows students to examine the (additional) challenges confronting the global business manager. Firstly, it explores the vibrant dynamic global business environment and the opportunities and threats posed by operating in a global environment, notably in the political economy and culture. Then it turns to the development of global business strategy, addressing strategic management, entry strategies, organizational design and the functional areas of marketing, finances and human resources management.

### **Entrepreneurship and Marketing (9202)**

This paper introduces students to the realities confronting entrepreneurial decision making in a contemporary context and introduces students to core marketing concepts – students assess how to harness the creative potential of complex dynamics in a systemic approach that creates, grows and amplifies value throughout the system. This paper explores strategy, entrepreneurship and marketing and provides a framework for understanding relevant theory and its application.

### **Project Management (9203)**

This paper is designed to develop students' understanding of the principles of project management from a managerial perspective in an organizational setting and to develop skills to plan and manage projects with teams. Students will be introduced to the various phases and processes associated with a project life cycle, and should understand the knowledge areas associated with any project and explore practical applications of the knowledge acquired through this unit.

### **Leading and Managing People (9230)**

This paper introduces students to theories and practices of contemporary leadership and management in a global setting. Various leadership styles will be canvassed and applied reflectively in developing a students' own approach to leading and managing, as two separate, but interrelated skill sets.

### **Independent Learning**

It is the policy of the School to deliver courses of study that enhance and foster the role of independent student learning. With reference to our aims and objectives, it is imperative that students are fully prepared to enter the second year of degree courses supplied by La Trobe University, AUT University, Massey or Victoria University and other similar educational establishments. In this respect, the courses are designed to place the onus of learning fully with the student and to remove as far as is required, a dependency on the academic staff.

Students will have the full support of the Business School and its staff. However, students will be expected to think independently and to resolve problems and issues first hand by themselves.

### **Behaviour in Lectures and Attendance**

In your behaviour you need to respect yourself and others.

This means that you should be on time for class (punctual), that you should co-operate with your teachers and do everything you can to help your own and other's learning. If your behaviour is disruptive or creates problems for other students, the teacher will remind you about the correct way to behave. If you persist in disturbing others you will be asked to leave the class (at least for a few minutes). If the problem happens again you will be reported to a senior academic staff member and there will be an enquiry into what happened. This could result in you being withdrawn from the class.

Treat other people the way you would like them to treat you and there will be very little chance of difficulties and problems.

## The Role of the Lecturer

- The lecturers provide the information, knowledge and inspiration to enable you to learn effectively in the subject area in which they are working with you. Their job is to help you achieve a pass in their subject area by quality lectures and tutorials.
- They work to the learning outcomes prescribed for their subjects.
- They want you to understand the subject matter, not learn the various passages from textbook.
- They are there to help you learn the specialized English words that are important in their subject.
- They want you to learn how to think for yourselves.
- They also work with you on a personal basis if required and if time is available.
- They can NOT do your learning for you!

## Student Progress Feedback

Student progress is measured with both formative and summative assessments.

**Formative assessments** (assessments that do not count towards your overall paper mark) will take place at least twice within the delivery of each paper and your assessments are designed to allow your lecturers to identify your progress and provide you with further support where needed.

Further feedback is provided to you in the form of **summative assessments** (assessments that do count towards your overall paper mark) where marks and grades are awarded to students.

It is important for you to also actively seek feedback from your lecturer who is available to discuss your learning progress and your assessments. Your lecturer will inform you of how you can contact them for this feedback in your class.

In some instances, a lecturer will identify a student that requires further support to successfully pass a paper. In this instance, the lecturer will inform the Learning Adviser who will approach the student to discuss extra help.

## Learning Adviser

The Learning Adviser is available to students who are seeking further help and guidance with their studies here at ICL. The Learning Adviser can provide support with improving your English language as well as academic skills. Please go to Reception and request to book an appointment with the Learning Adviser.

## Required Textbooks

Students will be provided with the 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 totally 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 <http://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](http://www.whatiscopyright.org)

Breaking copyright law is serious. For example in November, 2003 three Australian students received criminal convictions for copyright infringement, receiving a mix of suspended sentences, a fine, and community service.

## 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 also 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>

Other libraries in Auckland can also be used, e.g. the Auckland Public Library. Outside libraries have lending restrictions for international students, but it is sometimes possible to join a library by paying a refundable deposit.

## Study Skills

- There are different ideas about the best way to learn things. For some people it is most important to learn things off by heart. Other people want to know and also understand. Then there are people who want to know and understand, and they also want to be able to apply that knowledge in new situations. Finally, there are people who want to apply knowledge in completely new ways. They want to create new knowledge.
- Most Western tertiary institutions aim to get their undergraduate students to show that they can do the first three described above.  
In the PGDipBus, we do this by using the NZQA Model of Assessment. We include the following four aspects in our assessments: RCAP (This stands for: Recall, Comprehension, Application and Problem Solving).
- We know that we learn more about things every day and that in a world of fast moving technology we are always able to do things better, faster or more effectively. Because of this we ask students to learn to understand the principles and theories on which each subject is based, not take the subject matter as being held within the covers of a textbook. This requires students to ask questions of their lecturer and of their textbook.
- Therefore we do not want students to use and learn the contents of a particular textbook as if it was the last word on the subject. Instead we provide each student with a Paper Outline. This document tells you what the subject matter will be. For that subject matter we tell you what the Learning Outcomes are i.e. what we expect you to know or be able to do at the end of the trimester. These Learning Outcomes form the basis for all assignments and examinations for each subject. The textbook becomes the reference point for a student to use to find out the principles and theories behind the subject-behind the learning outcomes.

## 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 and Massey University will take into consideration ICL student applications for some of their Master programmes. In some instances, cross credit may be permitted. Successful applications and enrolments at the University are at the University's discretion.