New Zealand Diploma in Business

(With Strands in Leadership and Management)

Levels 5 & 6

Programme Handbook

2021

ICL EDUCATION GROUP, 10 - 14 LORNE STREET, AUCKLAND, 1010 NEW ZEALAND
Telephone: 64 9 368 4343 **|** Fax: 64 9 368 4949 **|** Email: info@icl.ac.nz **|** Website: www.icl.ac.nz
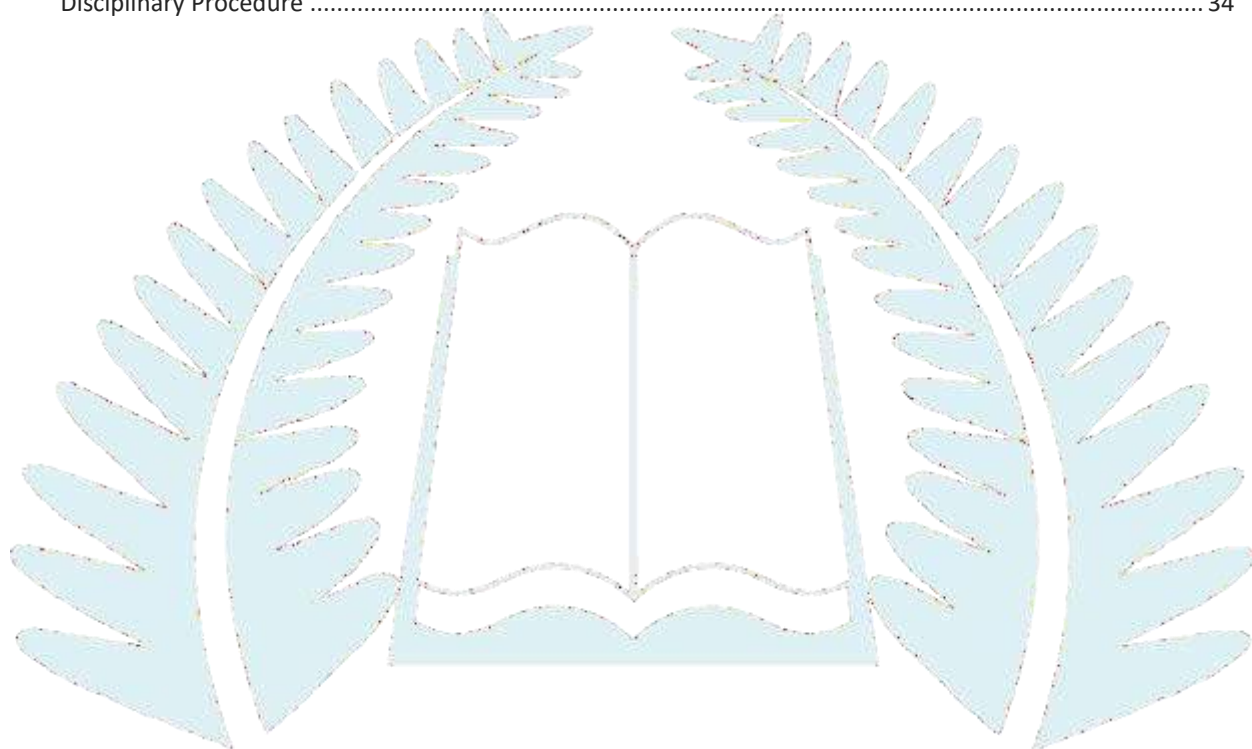ICL Graduate Business School is part of ICL Education Group, MoE No. 7548

Important Information

1. This programme handbook contains the most up-to-date information available for 2021. If you are unsure about anything, contact the NZDB Programme Leader, Dr Syed Jamali, jamali@icl.ac.nz for advice.

2. For each paper you are enrolled in, the lecturer/tutor will provide you with the most up-to-date information

    that you need to know to succeed in your studies.

3. NZ and Australian universities regularly revise their credit transfer ("cross credit") policies, which may affect you if you are planning to move on to University study from the NZDB. The policies in this handbook record the latest information ICL Graduate Business School has to hand, but the School takes no responsibility for changes universities make from time to time.

Contents

Message from the Chairman

Welcome to ICL Education Group!

We believe in success. Whether you are studying Business, Computing, Early Childhood Education or English, we are committed to your success. Our students pass; our students get jobs; our students progress to higher education; and very important, our students enjoy their time at ICL schools!

Education changes as fast as the world does, and when you select your study destination it is important to find innovation as well as a tradition of quality. In New Zealand you will find both: an excellent, British-based academic heritage, with universities over 100 years old, and a dynamic, modern education system constantly adapting to the change and growth in our multi-cultural society. And at ICL, within this traditional yet dynamic environment, we offer the perfect combination of private sector service standards, and the academic guarantee of qualifications owned or approved by the New Zealand government.

Our mission is to help you "develop student autonomy"; at ICL you take ownership of your education. Your teachers guide you, with enthusiasm and professional skill, in the direction of your learning objectives, but you must do the work, both in class and through self-study. Think of your teacher as the conductor and your class as the orchestra. The conductor directs you, but you and your classmates make the music!

I look forward to meeting you at ICL and helping you succeed.

Ewen Mackenzie-Bowie

Chairman – ICL Education Group

ewen@icl.ac.nz

Message from the Academic Director

Welcome to ICL and to your New Zealand Diploma in Business study programme!

I am delighted that you have chosen to study at ICL Graduate Business School. As a Category 1 provider, you can be assured we apply the highest academic, professional, and ethical standards to ensure you will receive the best possible educational outcome.

New Zealand currently enjoys one of the lowest unemployment rates in the country's history, and employers across all sectors have a huge demand for skilled workers and graduates who are readily trained for the workforce. This is where your study programme, the New Zealand Diploma in Business, can provide you with many advantages in the job market.

While the study programme is rooted in high quality academic principles, it is at its core a *vocational* education programme. Vocational education programmes emphasise the practical application of learned theory and the acquisition of skills that enable learners to be ready or the workforce upon graduation. You will therefore not only be exposed to theoretical concepts and frameworks but will be asked to apply these towards real or simulated environments.

We have a very dedicated and experienced team of lecturers under the leadership of Dr Syed Jamali, the programme leader of the New Zealand Diploma in Business qualification. Your lecturing team will guide you in your learning journey and will facilitate your endeavour to achieve the best possible outcome for you.

Enjoy your studies at the ICL Graduate Business School!

With kind regards,

Markus Klose (FIIAS, MInstD, MRASNZ)
Academic Director
ICL Graduate Business School

Introduction to ICL Graduate Business School

Mission and Values

ICL Education Group consists of ICL Graduate Business School (formerly ACG Business School), Auckland English Academy, Bridge International College and New Horizon College, Napier. ICL was incorporated in 2002 and offers a range of tertiary Business, Computing, TESOL and Early Childhood Education programmes. The diplomas and certificates range from level 4 to 7 on the NZ Qualifications Framework, and several of the awards are made by the NZ government.

ICL Graduate Business School incorporates International College of Linguistics. The School has mostly international students, from some 25 different countries and is recognized by the Chinese government. In 2010 ICL acquired Auckland English Academy, established in 1988 and one of the leading English language schools in New Zealand. In December 2012 ICL acquired New Horizon College, also established in 1988. Bridge International College was acquired in 2014. In 2015 the group aggregated over 1000 EFTS (equivalent full-time students).

Mission Statement

ICL's mission is "to help students achieve their educational goals and develop student autonomy by providing high quality educational programmes within a motivating, guided and healthy learning environment."

Values Statement

ICL will

- deliver *quality* programmes through a commitment to academic excellence;

- with *integrity* of moral principle and professional standards;

- acting with *collegiality*, respecting staff, students and other stakeholders;

- reacting with *versatility* and accommodation to stakeholders' service requests; and

- with a view to maintaining *sustainability* on behalf of its shareholders.

Quality

ICL will commit itself to academic excellence in all its programmes. The College will aim to deliver quality education, focused on the pursuit of student autonomy, through the selection of highly- trained, motivating professionals and first-class learning resources.

Integrity

ICL will ensure that all College staff operate with integrity of moral principle and the highest standards of

professional ethics with respect to programme delivery, assessment and appeal.

Collegiality

ICL will ensure that students, staff and other stakeholders are treated with respect, honour and equality, within the principles of natural justice and within the context of the Treaty of Waitangi.

Versatility

ICL will ensure that requests and enquiries from stakeholders are dealt with promptly, pleasantly and flexibly, according to best practice service standards, in order to render a high level of customer satisfaction.

Sustainability

ICL will operate within a stable financial environment by increasing the shareholders' return on investment, so that continued reinvestment is enabled and the College's position in the marketplace is secured.
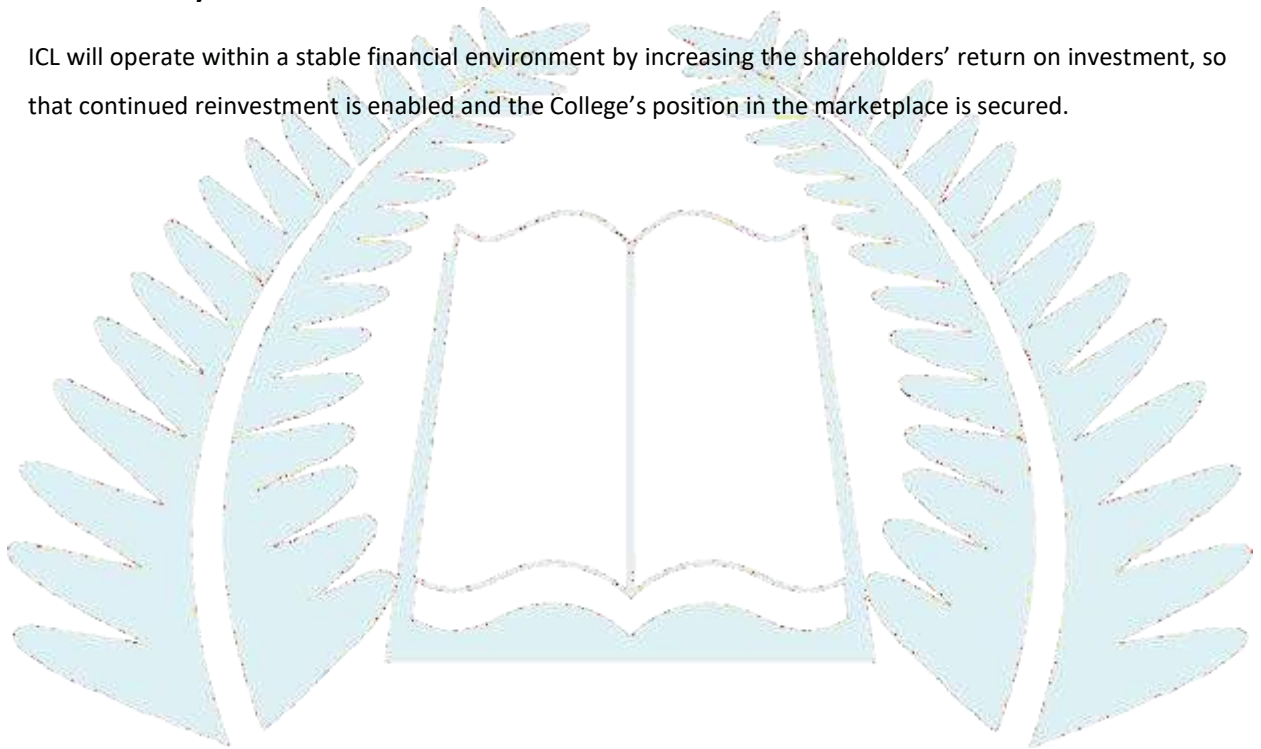
Management and Academic Staff

Chairman	
Ewen Mackenzie-Bowie	MA, Surrey; BA (Hons), Stirling; RSA Dip TEFL, Edinburgh; ITTI Cert TEFL, Hastings; FRGS, London, MInst D
Academic Director	
Markus Klose	Master of Business Studies, Technische Hochschule Ingolstadt, Postgraduate Diploma in Commerce (International Business), University of Auckland, Diploma in Tertiary Teaching (Level 6), AUT, Diploma in Chinese Business, Ocean University of Qingdao Affiliations: Adjunct Professor, Ostbayerische Technische Hochschule Regensburg, Germany, Professor and Fellow: International Institute for Advanced Studies in Systems Research and Cybernetics, Tecumseh, Ontario, Canada, Member, Institute of Directors, New Zealand
Research Professor	
Michele Akoorie	BA Auckland, MBA (with distinction) City London, D Phil *Waikato*
Programme Leader- Level 5 & 6	
Dr Syed Jamali	PhD in Education (Research & Curriculum), Korea University (Korean Government Scholer), South Korea, Master of Education (First class) University of Dhaka, Bangladesh, B Ed. (Hons.) (First class) University of Dhaka, Bangladesh, NZ Cert. in an Adult and Tertiary Teaching, New Zealand.

Lecturers	
Dr Maria Umali	Ph.D. in Education, Counselling and Public Administration Master of Arts in education, Guidance and Counselling Bachelor of Arts (English/Psychology) Bachelor of Science in Education (History/Social Science)
Jason Jin	Master of Business (AUT), research area: Leadership challenges under the cross-cultural context Bachelor of Business (AUT), Major: International Business and Management
Hian (Beng) Lua	MIBA, Flinders, Australia; GC in Research Methods, MIT, Auckland; PGD International Marketing, Strathclyde, UK; BSc-Business Administration, Montana State, USA
Alexander Tsoy	MBus, AUT; PGDBus, AUT; GDCom, Auckland; BA, Moscow, ,
Lourdes Buenbrazo	Master in Business Administration (Xavier University - Ateneo de Cagayan, Philippines) Major: Accounting Certified Public Accountant - Philippine accreditation, Certificate in Secondary Education, Professional Teacher for Secondary Education
Wilfred Kurukulasuriya	B.Sc (Chem); MBA (PIM, Sri Lanka); Ex-FCMA (UK); Grad Dip Com (UoA); Grad Dip ATL (Massey)

Further information on staff can be found on ICL's website: http://www.icl.ac.nz/index.php/about-us/

Programmes in ICL Graduate Business School

ICL Graduate Business School offers a range of diplomas at Levels 5, 6, 7 equivalent levels respectively to the three years of a Bachelor degree, as well as Levels 8 and 9 equivalent levels for postgraduate awards.

Business and Computing Programmes	
Level 9	Master of Business Informatics
Level 9	Master of Management
Level 8	Post Graduate Diploma in Business Informatics
Level 8	Post Graduate Diploma in Business
Level 7	Graduate Diploma in Business (with strands in International Business Innovation, International Hospitality Management, International Tourism Management)
Level 6	New Zealand Diploma in Business (with Leadership and Management Strand)
Level 5	New Zealand Diploma in Business (with Leadership and Management Strand)
Early Childhood Programmes	
Level 7	Graduate Diploma in Teaching (Early Childhood Education)
Level 6	New Zealand Diploma in Early Childhood Education and Care Level 6
Level 5	New Zealand Diploma in Early Childhood Education and Care Level 5

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.

The last date for enrolment on programmes that have replaced the **New Zealand Diploma in Business (Level 6)** qualification is 31 December 2017. Therefore, a new programme of study leading to the New Zealand qualification is required for delivery.

ICL now offers the New Zealand Diploma in Business (NZDipBus) (with strands in Leadership and Management) Level 5 and Level 6, prescribed and approved by the NZ Qualifications Authority. Its aim is 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 NZDipBus 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 Pākeha 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 stems 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 is 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 key word 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 businesswork 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 in relation to learning, culture, employability and achieving personal potential.

New Zealand Diploma in Business (with strands in Leadership and Management) Level 5

Credits: 120

Aims and Outcomes

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.

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 behavior, 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.

Entry Requirements and Cross Credits

Applicants must have:

a) 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 Maori (5 in reading, 5 in writing).
- 10 credits at NCEA Level 1 or higher in Mathematics or Pangarau.

or

b) A total of 50 credits at NCEA Level 2 or higher including:

- At least 12 credits in three different subjects.
- Your 50 credits must also include 8 credits in English or Teo Reo Māori (4 in reading, 4 in writing); and

c) 14 credits at NCEA Level 1 or higher in Mathematics or Pangarau on the Directory of Assessment Standards.

    or

d) A qualification equivalent to 50 credits at NCEA Level 2. International students for whom English is not a first language must either:

a) Have met the English language proficiency outcomes defined below:

    - IELTS Academic score of 5.5 with no band score lower than 5, or any equivalent approved by NZQA; or

b) Have completed two years study at a New Zealand secondary school and achieved either NCEA Level 3 or New Zealand University Entrance or both.

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

An overview of the structure for 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.

Paper Code	Level	Title	Credits
Core papers (Three Papers- 45 Credits)			
NZDB5200	5	Business Fundamentals	15
NZDB5201	5	Professional Practice and Communication in Business	15
NZDB5202	5	Contributing to Business Innovation and Change	15
Leadership and Management papers (Five Papers- 75 Credits including 15 credits from core GPOs)			
NZDB5210	5	Managing Business Operations	15
NZDB5211	5	Business Planning	15
NZDB5212	5	Leading Business Activities and Change	15
NZDB5213	5	New Zealand Business Environment	15
NZDB5214	5	Managing Projects	15

Paper Outlines

The paper outline is the most important document for each paper or course. This will be given to you by your subject lecturer when you start the paper.

Paper Outlines give you:

- The Name and Reference Number of the course (according to the NZDipBus regulations)

- The Learning Outcomes of the course (the key things you have to know and understand according to the NZDipBus regulations)

- Contact information for the lecturer/tutor

- What will be taught session by session

- The Assessment Plan, with details of timing and weighting of assessments

- The Topic Weighting Grid, with details about how much each topic is worth in percentages

- Some reminders about how important it is to be honest in your work

- Any other help or advice that your lecturer wants you to know.

Study your Paper Outline carefully and use it as a guide for your study timetable. Each Course Outline is available from the lecturer/tutors, usually in the first class session.

NZDB5200 Business Fundamentals

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.

NZDB5201 Professional Practice and Communication in Business

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 manage own and others learning in a real or realistic business environment. Students will also be able analyse the impact of the internal and external environment and bicultural partnership on business activities and relationships.

NZDB5202 Contributing to Business Innovation and Change

This paper aims to develop students' knowledge and skills to contribute on operational contexts to innovation and organisational change activities/project in accordance with 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.

NZDB5210 Managing Business Operations

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.

NZDB5211 Business Planning

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 affective skills and develop a positive culture in the business entity that is conducive to efficient and effective business planning.

NZDB5212 Leading Business Activities and Change

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 in an efficient and effective way.

NZDB5213 New Zealand Business Environment

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 the business entity compliance by developing a positive work culture and engaging and negotiating with stakeholders.

NZDB5214 Managing Projects

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 to engage stakeholders relevant to the project for its successful completion.

New Zealand Diploma in Business (with strands in Leadership and Management) Level 6

Credits: 120

Aims and Outcomes

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.

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

Core compulsory

Core 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:

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

Core cognitive skills:

- Apply analytical and problem-solving skills to resolve complex situations and challenges 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 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/or 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.

Entry Requirements and Cross Credits

Applicants must have:

a) Completed a New Zealand Diploma in Business (Level 5), or

b) 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 Maori (5 in reading, 5 in writing).
- 10 credits at NCEA Level 1 or higher in Mathematics or Pangarau.

Or

c) A total of 50 credits at NCEA Level 2 or higher including:

- At least 12 credits in three different subjects. Your 50 credits must also include 8 credits in English or Teo Reo Maori (4 in reading, 4 in writing); and 14 credits at NCEA Level 1 or higher in Mathematics or Pāngarau on the Directory of Assessment Standards.

Or

d) A qualification equivalent to 50 credits at NCEA Level 2.

International students for whom English is not a first language must either have:

a) Met the English language proficiency outcomes defined below:

- IELTS Academic score of 6 with no band score lower than 5.5, or any equivalent approved by NZQA;

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b) Have completed two years' study at a New Zealand secondary school and achieved either NCEA Level 3 or New Zealand University Entrance or both.

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).

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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

Paper Code	Level	Title	Credits
Core papers (Three Papers- 45 Credits)			
NZDB6200	6	Strategic Business Planning	15
NZDB6201	6	Facilitating Business Innovation and Change	15
NZDB6202	6	Managing Business Environmental Factors	15
Leadership and Management papers (Five Papers- 75 Credits including 15 credits from core GPOs)			
NZDB6210	6	Applied Leadership and Management	15
NZDB6211	6	Leadership for Business Transformation	15
NZDB6212	6	Managing Business Resources	15
NZDB6213	6	Planning and Managing Business Finances	15
NZDB6214	6	Leading and Managing Projects	15

Paper Outlines

The paper outline is the most important document for each paper or course. This will be given to you by your subject lecturer when you start the paper.

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- Some reminders about how important it is to be honest in your work

- Any other help or advice that your lecturer wants you to know.

Study your Paper Outline carefully and use it as a guide for your study timetable. Each Course Outline is available from the lecturer/tutors, usually in the first class session.

NZDB6200 Strategic Business Planning

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 analysis of business environment impact in the formulation of a strategic plan for a business entity.

NZDB6201 Facilitating Business Innovation and Change

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

NZDB6202 Managing Business Environmental Factors

The aim of this paper is 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 to operate an international business.

NZDB6210 Applied Leadership and Management

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

NZDB6211 Leadership for Business Transformation

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

NZDB6212 Managing Business Resources

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 a role model in building a culture conducive to effective use and management of organisational resources.

NZDB6213 Planning and Managing Business Finances

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.

NZDB6214 Leading and Managing Projects

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 on 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 use 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 ad responsive problem solvers and team members, support is therefore provided in a number of ways inclusive of the teaching team, learning support and pastoral care staff.

Development of numeracy and literacy skills, and concepts of Māori and other culture world views, traditions, protocols and sustainable practice will be incorporated and integrated throughout the teaching and learning activities of the programmes appropriate in relation to 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 the examples of professionalism, problem solving, decision-making, analysing the internal and external environment and application of the bicultural partnership on business activities in a real or realistic environment.

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

- 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 You Tube

- 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 students' performance and achievements, and how these relate to the specific requirements of each respective paper. Assessment policy, conditions shall be in accordance with 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 'assessment task' is deemed to include an entire assignment or an exam, not to 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, 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

The aim of portfolios is to enable progressive learning where a number of tasks are undertaken to advance

students' links between theory and anticipation of what they may see and implement in practice. Portfolio assessments 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 or 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:

1. Recount

a) The assessment script's mathematical count is checked by an individual (other than the original marker) to check consistency.

b) It is possible that a student's mark may be lowered from the original mark as a result of a re-count

2. Remark

a) The assessment script is remarked by an independent marker (someone other than the original marker) to determine consistent, fair and accurate marking.

b) It is possible that a student's mark may be lowered from the original mark as a result of a re-mark

c) A fee will be charged to students for a re-mark

3. 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 to 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 don't 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) is likely to be declined

4. Appealing marks given in an assessment is 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.

Library and ProQuest

Your lecturer or a 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 NZDipBus, 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.

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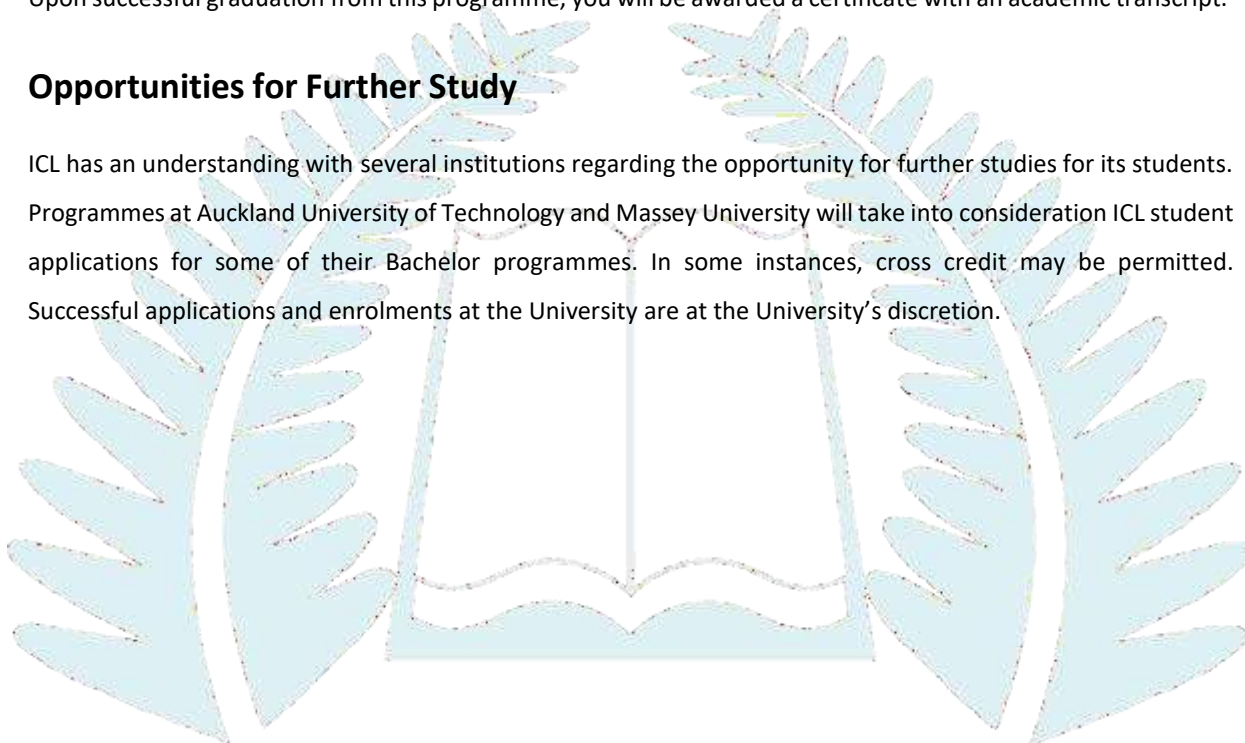
Course Regulations

Copyright

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 book must be destroyed and never used. 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. 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.

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. This section is designed to explain what plagiarism is, why it brings severe penalties to the student, and how to avoid it.

What is plagiarism?

Plagiarism is using someone else's work as your own, without citing the source. This includes direct copying, rephrasing, and summarising, as well as taking someone else's idea and putting it into different words without acknowledging the author. Cutting and pasting paragraphs from different websites is the same as handing in a paper downloaded from the internet, both are examples of plagiarism.

Examples

The following are provided as examples of academic dishonesty:

Course work and Project work

- Falsifying data in experimental results.

- Copying course work or project work from another person or source.

- Collusion to present joint work as the work solely of one individual.

- Plagiarism, where the work or ideas of another, are presented as the student's own.

- Bribery or attempted bribery of a person thought to have some influence on the student's assessment.

- Any other conduct calculated to secure an unfair or improper advantage in an assessment.

If you share your coursework with another student and he or she plagiarises or copies it, you are considered as guilty as the one who has plagiarised your work, since you enabled the plagiarism to take place. Under no circumstances should a student make his or her coursework available to another student unless the instructor gives explicit permission for this to happen.

It is also an offence under the regulations to knowingly assist in any of all of the above.

Plagiarism is a serious academic offence and the school will discipline students for committing plagiarism. Students who plagiarise, including who anyone enabled the plagiarism to take place, are likely to be caught, and could be removed from completing their award, and will not be allowed in future to take an ICL Education programme.

Students are responsible for educating themselves about plagiarism, and ICL Education's advice is to avoid plagiarism at all costs.

Avoiding Plagiarism

Students learn from the work of others and may quote from it without penalty. Where direct quotation appears to a student to be appropriate s/he must ensure that quotation marks and reference to the original author is clear within the text. Essays, projects and reports will also show the referenced works in the bibliography. One of the best ways to avoid plagiarism is to ensure you use references and citations properly, using the APA Referencing system. At ICL, we expect all students to use the 6th Edition of the APA Referencing System.

Referencing Workshops

ICL regularly offers free APA Referencing workshops to all students. Details of the upcoming workshops are provided on the campus display screens.

Harvard Format - APA

This information is taken from a summary of the APA style guidelines as contained in The Publication Manual of the American Psychological Association, 5th ed., 2001 (Subject Reference Collection: 808.02 AME), presented on the University of Portsmouth website, retrieved 14th August 2006 from:

http://www.port.ac.uk/departments/studentsupport/library/supportandadvice/Informationstudys killssupportmaterial/harvardapaformat/

The APA style is based on the Harvard referencing system whereby the date of publication follows the author name(s), and in-text references refer to items in the bibliography using the author surname and date of publication, in brackets. Referencing is important in all academic work as it indicates to the reader the sources of your quotations and borrowed ideas. Failure to indicate your sources is tantamount to plagiarism (literary theft). The purpose of the referencing system is to describe your sources in an accurate and consistent manner and to indicate within the text of your paper where particular sources were used.

Referencing List at the end of Paper

The reference list should be arranged alphabetically by author surname. The APA format requires book and journal titles to be italicised, although you can underline instead in a handwritten list.

Where to find the details needed in a reference list

Books

The details needed for a book can be found on the front and back of the title page. Make sure you locate the name of the publisher rather than the printer or typesetter. You need the name of the publisher in your reference list.

Ignore any reprint dates; you need the date when the first, second, third edition etc. of the book was published according to which edition of the book you are using.

Journal articles

The details needed for a journal article can usually be found on the contents list, front cover or article itself.

a) References are made from the text of the paper in the following manner: Williams (1995) compared personality disorders ... In a recent study of personality disorders (Williams, 1995) ...

b) When an author, or group of authors, has more than one publication in the same year a lower case letter is added to the date. For example:

In two recent studies (Harding, 1986a; Harding, 1986b) it was suggested that ...

In two recent works Harding (1986a; 1986b) has suggested that ...

c) Multiple author citations

With two authors both names should be listed in each citation e.g. (Duncan & Goddard, 2003)

With three to five authors name all authors the first time, then use et al. (and others). For example: the first time it would be (Moore, Estrich, McGillis & Spelman 1984) and subsequent references to the same publication would use (Moore et al.).

For six or more authors, use et al. after the first author in all occurrences.

Note that when the in-text reference occurs naturally within the sentence "and" should be used before the final author. But when the entire reference is enclosed in brackets the ampersand (&) should be used.

d) When a source has no author cite the first two or three words of the title followed by the year.

For example:

... in the recent book (Encyclopaedia of psychology, 1991)

... ... in this article (Individual differences, 1993) ...

- **follow this example for web pages where no author is given**

However, if the author is designated as "Anonymous", cite the word Anonymous in your text e.g. (Anonymous, 1993, p.116).

Note: Underline or italicise the title of a journal or book and use double quotation marks around the title of an article or chapter.

e) When using quotations in your text observe the following examples:

He stated, "The relative importance of the systems may nevertheless remain in approximately the same proportion" (Gardner, 1973, p.41)

Smith (1991) found that "...there is no evidence that chimpanzees can produce a drawing and discern the object represented in it..." (p.84)

f) If you cite a work that you discovered in another work, observe the following examples:

Smith (1970, p.27) cites Brown (1967) as finding ...

Brown (1967), cited by Smith (1970, p.27), found ...

It was found (Brown, 1967, cited by Smith, 1970, p.27) that ...

Turnitin Policy

All students will be solely responsible for submitting their assessments through Turnitin, with lecturers having no responsibility for this. Students will be shown how to use Turnitin for this purpose by their lecturers, and will also be offered additional support through the learning adviser and student support. Going forward, lecturers are to show/teach new students how to submit through Turnitin at an appropriate time **before their first assignment.** Please speak to your Lecturer for further guidance.

Disciplinary Procedure

1. You will be given a written warning notice if you do not comply with the rules. You will be dismissed if you have already received two written warnings and still do not comply with the rules.

2. If you do not comply with the rules in a way that puts you or others at risk, you may be immediately suspended or immediately dismissed.

3. Any student who has been dismissed cannot continue with any course at ICL and no refunds will be made. If you are dismissed from ICL and are in New Zealand on a student visa, then the school is required to advise Immigration New Zealand of your dismissal. Immigration New Zealand is entitled to revoke your student visa.

4. Likewise, prolonged absence or absence without notice may result in dismissal and your student visa being revoked.

5. If your application to enrol requests ICL to inform your parents or legal guardian of your progress, then ICL is obliged to advise your parents or guardian of your dismissal or any formal disciplinary action taken.

If we believe you are guilty of plagiarism or any other dishonest practice, this will be the procedure

- A written report will be prepared by the person alleging the dishonest practice as soon as possible.

- This report will be given to you and a senior lecturer.

- Within one week a senior academic staff member will make a ruling on whether you are guilty or not and if so what punishment is appropriate.

- If confirmed dishonest practice consists of two or more students copying from each other, ALL parties will normally receive a zero mark.

- If you do not agree with the verdict or punishment you are allowed to appeal within two weeks of receiving notification from ICL by completing the Academic Appeal Form available at Reception. Fees may apply.

- The appeal will be seen by the Discipline Committee providing the correct information has been provided – see the Academic Appeal Form for more information, available at Reception.

- If warranted, there will be a Discipline Committee meeting with the principal as Chair, and one other staff member. The student may be required to be present also.

- If you are required to attend the hearing, you will be encouraged to bring a support person.

- The person making the allegations and you will be given the opportunity to describe and explain what happened.

- The Committee will consider what is said and will decide what they believe occurred and prepare a

written report that includes any decision.

- This report will be given to you within one week of the Committee meeting. • You will get a reply to this from the Principal.

- If you are still not satisfied, you can contact NZQA at PO Box 160, Wellington 6140.

A similar procedure will be followed when a student is allegedly in breach of school rules.

NB: Any person found stealing will be reported to the police so that appropriate action can be taken.