

# Academic Handbook 2019/20

*Updated April 2019*

## IPU New Zealand Tertiary Institute



---

*Higher Education for the Internationally Minded*

## **CONTACTING IPU NEW ZEALAND**

<b>Mailing Address</b>	IPU New Zealand 57 Aokautere Drive Private Bag 11021 Palmerston North 4442 <b>New Zealand</b>
<b>General Enquiries</b>	+ 64 - 6 - 354 - 0922
<b>Facsimile Number</b>	+ 64 - 6 - 354 - 0935
<b>E-mail Address</b>	info@ipu.ac.nz
<b>Website Address</b>	<a href="http://www.ipu.ac.nz">http://www.ipu.ac.nz</a>

### **IPU NEW ZEALAND CREST (cover)**

*IPU New Zealand Tertiary Institute is located in New Zealand, a country surrounded by the Pacific Ocean, which is represented in the crest by the deep blue background. The encompassing green line represents the Pacific Rim countries and the New Zealand landscape. This green line also crosses from East to West and West to East in three waves. Centrally and uppermost in the crest, the open book symbolises accessible knowledge. Below this, three white herons soar to levels of higher learning. The heron, revered in both New Zealand and Japan, symbolises and celebrates the cross-cultural links that founded the Institute and points the way forward to all people learning together.*

**Every effort has been made to ensure the accuracy of the material contained in this Academic Handbook; however, changes may occur from time to time. Enquiries regarding amendments should be directed to the Academic Registry, IPU New Zealand.**

# Part 1 Table of Contents

<b>ACADEMIC CALENDAR 2019 .....</b>	<b>VIII</b>
<b>PART 1 IPU NEW ZEALAND VISION, BOARD AND COMMITTEES</b>	<b>1</b>
<b>1.1 IPU NEW ZEALAND'S DISTINCTIVE VISION</b>	<b>1</b>
<b>1.2 IPU NEW ZEALAND BOARD AND COMMITTEES</b>	<b>2</b>
1.2.1 Members of the Board of Trustees	2
1.2.2 IPU New Zealand Academic Board	2
1.2.3 Academic Advisory Board	2
<b>PART 2 PROGRAMME DESCRIPTION AND SUMMARY</b>	<b>3</b>
<b>2.1 ENGLISH LANGUAGE STUDIES (LEVEL 1) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 1)</b>	<b>9</b>
2.1.1 Programme Statement	9
2.1.2 Programme Details	9
2.1.3 Requirements for Award	9
2.1.4 Paper Schedule	9
<b>2.2 ENGLISH LANGUAGE STUDIES (LEVEL 2) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 2)</b>	<b>10</b>
2.2.1 Programme Statement	10
2.2.2 Programme Details	10
2.2.3 Requirements for Award	10
2.2.4 Paper Schedule	10
<b>2.3 ENGLISH LANGUAGE STUDIES (ACADEMIC) (LEVEL 3) leading to THE NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 3)</b>	<b>11</b>
2.3.1 Programme Statement	11
2.3.2 Programme Details	11
2.3.3 Requirements for Award	11
2.3.4 Paper Schedule	11
<b>2.4 ENGLISH LANGUAGE STUDIES LEVEL 4 leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 4)</b>	<b>12</b>
2.4.1 Programme Statement	12
2.4.2 Programme Details	12
2.4.3 Requirements for Award	12
2.4.4 Paper Schedule	12
<b>2.5 ENGLISH LANGUAGE STUDIES LEVEL 5 leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 5)</b>	<b>13</b>
2.5.1 Programme Statement	13
2.5.2 Programme Details	13
2.5.3 Requirements for Award	13
2.5.4 Paper Schedule	13
<b>2.6 LEVEL 4 BUSINESS STUDIES (SMALL BUSINESS) leading to the NEW ZEALAND CERTIFICATE IN BUSINESS (SMALL BUSINESS) (LEVEL 4)</b>	<b>14</b>
2.6.1 Programme Statement	14
2.6.2 Programme Details	14
2.6.3 Requirements for Award	14
2.6.4 Paper Schedule	15

<b>2.7</b>	<b>LEVEL 5 BUSINESS STUDIES leading to the NEW ZEALAND DIPLOMA IN BUSINESS STUDIES (PROJECT MANAGEMENT) (LEVEL 5)</b>	<b>16</b>
2.7.1	Programme Statement	16
2.7.2	Programme Details	16
2.7.3	Requirements for Award	16
2.7.4	Paper Schedule	16
<b>2.8</b>	<b>LEVEL 5 TOURISM AND TRAVEL STUDIES leading to the NEW ZEALAND DIPLOMA IN TRAVEL &amp; TOURISM (LEVEL 5)</b>	<b>18</b>
2.8.1	Programme Statement	18
2.8.2	Programme Details	18
2.8.3	Requirements for Award	18
2.8.4	Paper Schedule	18
<b>2.9</b>	<b>DIPLOMA OF INTERNATIONAL STUDIES</b>	<b>19</b>
2.9.1	Programme Statement	19
2.9.2	Programme Details	19
2.9.3	Requirements for Award	19
2.9.4	Paper Schedule	19
2.9.5	Specialisations	23
2.9.5.1	Structure	23
2.9.6	Diploma of International Studies Rules and Regulations	23
2.9.7	Foundation Education Programme	24
<b>2.10</b>	<b>DIPLOMA OF INTERNATIONAL STUDIES (ADVANCED)</b>	<b>25</b>
2.10.1	Programme Statement	25
2.10.2	Programme Details	25
2.10.3	Requirements for Award	25
2.10.4	Paper schedule	25
2.10.5	Specialisations	25
<b>2.11</b>	<b>DIPLOMA OF JAPANESE STUDIES</b>	<b>26</b>
2.11.1	Programme Statement	26
2.11.2	Programme Details	26
2.11.3	Requirements for Award	26
2.11.4	Paper Schedule	26
<b>2.12</b>	<b>BACHELOR OF CONTEMPORARY INTERNATIONAL STUDIES</b>	<b>28</b>
2.12.1	Programme Statement	28
2.12.2	Programme Details	28
2.12.3	Requirements for Award	28
2.12.4	Paper Schedule	28
2.12.5	Specialisations	32
2.12.5.1	Structure and Typical Enrolment Pattern of the Bachelor of Contemporary International Studies	35
2.12.6	Programme Regulations	35
2.12.7	Provisional Accounting Technician (AT) (Provisional membership with CAANZ)	36
<b>2.13</b>	<b>GRADUATE DIPLOMA OF CONTEMPORARY INTERNATIONAL STUDIES</b>	<b>38</b>
2.13.1	Programme Statement	38
2.13.2	Programme Details	38
2.13.3	Requirements for Award	38
2.13.4	Scheduled Papers	38
2.13.5	Programme Regulations	39
<b>2.14</b>	<b>POSTGRADUATE DIPLOMA OF CONTEMPORARY INTERNATIONAL STUDIES</b>	<b>40</b>
2.14.1	Programme Statement	40
2.14.2	Programme Details	40
2.14.3	Requirements for Award	40

2.14.4	Paper Schedule	40
2.14.5	Programme Regulations	41
<b>2.15</b>	<b>MASTER OF CONTEMPORARY INTERNATIONAL STUDIES</b>	<b>42</b>
2.15.1	Programme Statement	42
2.15.2	Programme Details	42
2.15.3	Requirements for Award	42
2.15.4	Paper Schedule	42
2.15.5	Structure	43
<b>2.16</b>	<b>CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (Trinity College London)</b>	<b>44</b>
2.16.1	Programme Statement	44
2.16.2	Programme Details	44
2.16.3	Structure	45
<b>PART 3</b>	<b>PAPER DESCRIPTIONS</b>	<b>46</b>
<b>3.1</b>	<b>ENGLISH LANGUAGE STUDIES (LEVEL 1) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 1) (2.1)</b>	<b>46</b>
<b>3.2</b>	<b>ENGLISH LANGUAGE STUDIES (LEVEL 2) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 2) (2.2)</b>	<b>46</b>
<b>3.3</b>	<b>ENGLISH LANGUAGE STUDIES (LEVEL 3) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 3) (2.3)</b>	<b>47</b>
<b>3.4</b>	<b>ENGLISH LANGUAGE STUDIES (LEVEL 4) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 4) (2.4)</b>	<b>47</b>
<b>3.5</b>	<b>ENGLISH LANGUAGE STUDIES (LEVEL 5) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 5) (2.5)</b>	<b>48</b>
<b>3.6</b>	<b>LEVEL 4 BUSINESS STUDIES (SMALL BUSINESS) leading to the NEW ZEALAND CERTIFICATE IN BUSINESS (SMALL BUSINESS) (LEVEL 4) (2.6)</b>	<b>49</b>
<b>3.7</b>	<b>LEVEL 5 BUSINESS STUDIES leading to the NEW ZEALAND DIPLOMA IN BUSINESS STUDIES (PROJECT MANAGEMENT) (LEVEL 5) (2.7)</b>	<b>50</b>
<b>3.8</b>	<b>LEVEL 5 TOURISM AND TRAVEL STUDIES leading to the NEW ZEALAND DIPLOMA IN TRAVEL &amp; TOURISM (LEVEL 5) (2.8)</b>	<b>51</b>
<b>3.9</b>	<b>DIPLOMA OF INTERNATIONAL STUDIES (SECTION 2.9)</b>	<b>52</b>
<b>3.10</b>	<b>DIPLOMA OF INTERNATIONAL STUDIES (ADVANCED) (SECTION 2.10)</b>	<b>62</b>
<b>3.11</b>	<b>BACHELOR OF CONTEMPORARY INTERNATIONAL STUDIES (SECTION 2.12)</b>	<b>63</b>
<b>3.12</b>	<b>POSTGRADUATE DIPLOMA OF CONTEMPORARY INTERNATIONAL STUDIES (SECTION 2.14)</b>	<b>84</b>
<b>3.13</b>	<b>MASTER OF CONTEMPORARY INTERNATIONAL STUDIES (SECTION 2.15)</b>	<b>87</b>
<b>3.14</b>	<b>DEFINITION OF TERMS</b>	<b>89</b>
3.14.1	Terminology	89
<b>PART 4</b>	<b>ACADEMIC REGULATIONS</b>	<b>90</b>
<b>4.1</b>	<b>IMPLEMENTATION</b>	<b>90</b>
<b>4.2</b>	<b>ADMISSION TO THE INSTITUTE</b>	<b>90</b>

4.2.1	Academic Requirements for Admission to the Institute	90
4.2.2	Academic Requirements for Transfer to the Institute	91
4.2.3	Application Procedures for New Zealand Residents	91
4.2.4	Application Procedures for Non-Residents of New Zealand	91
4.2.4.1	Student Visa	91
4.2.4.2	Institute Support for Student Visa applications	92
4.2.4.3	Requirement to pass at least half of enrolled papers	92
4.2.4.4	English Language Requirements	92
<b>4.3</b>	<b>ADMISSION TO PROGRAMMES</b>	<b>94</b>
4.3.1	Bachelor of Contemporary International Studies	94
4.3.2	Graduate Diploma of Contemporary International Studies	94
4.3.3	Postgraduate	94
<b>4.4</b>	<b>ENROLMENT</b>	<b>95</b>
4.4.1	Initial Enrolment	95
4.4.2	Limitations in Enrolment	95
4.4.3	Changes to Enrolment	95
4.4.3.1	Variation of Enrolment	95
4.4.3.2	Withdrawal from Papers	95
4.4.3.3	Continued Failure of a Paper	96
4.4.4	Auditing of Papers	97
4.4.5	Late Enrolment for New Students	97
<b>4.5</b>	<b>ATTENDANCE</b>	<b>97</b>
4.5.1	Number of Semesters Required to Complete Academic Programmes	97
4.5.2	Maximum period allowed for the completion of Academic Programmes	97
4.5.3	Attendance during Academic Terms	98
<b>4.6</b>	<b>AWARD AND TRANSFER OF CREDIT</b>	<b>99</b>
4.6.1	IPU New Zealand Policy	99
4.6.2	Prior Studies at Other Institutions	99
4.6.3	Cross Credit within IPU New Zealand Programmes	100
4.6.3.1	Cross Credit to Diploma of International Studies	100
4.6.3.2	Cross Credit to Bachelor of Contemporary International Studies	100
<b>4.7</b>	<b>ASSESSMENT</b>	<b>100</b>
4.7.1	Procedures	100
4.7.1.1	Setting assessments	101
4.7.1.2	Grade confirmation	101
4.7.1.3	Grade reviews	103
4.7.1.4	Special Consideration for Missed or Impaired Performance in Assessment	104
4.7.2	Grades	104
4.7.2.1	Awarding of Distinction	105
4.7.2.2	Recognition of Excellence – Master of Contemporary International Studies	106
4.7.3	IPU New Zealand Academic Honesty Policy	106
<b>4.8</b>	<b>COURSE EVALUATION</b>	<b>108</b>
4.8.1	Student Evaluation of Courses	108
4.8.2	Distribution Procedure	109
<b>4.9</b>	<b>LEAVE OF ABSENCE, WITHDRAWAL, TRANSFER, EXCLUSION</b>	<b>109</b>
4.9.1	Leave of Absence	109
4.9.1.1	Leave of Absence Order	109
4.9.1.2	Maximum Period of Leave of Absence	109
4.9.1.3	Re-Admission	109
4.9.1.4	Fees and Bond during Absence	110
4.9.2	Withdrawal and/or Transfer	110
4.9.3	Exclusion	110

<b>4.10</b>	<b>GRADUATION</b>	<b>111</b>
4.10.1	Graduation Request Form	111
4.10.2	Graduation Confirmation	111
4.10.3	Awarding of Diploma or Degree	111
<b>4.11</b>	<b>POSTGRADUATE STUDENT RESEARCH REGULATIONS</b>	<b>111</b>
4.11.1	Policy Regarding Research Proposals	111
4.11.2	Examination and Moderation of Research Papers	111
4.11.3	Re-submission of Theses	112
4.11.4	Criteria and Procedures for the Appointment of Supervisors	112
4.11.5	A Code of Conduct for Research Supervisors	112
4.11.6	Co-authorship	113
4.11.7	Policy on Research/Assessment Component in a Work-Based Setting	113
4.11.8	Policy on Review Regarding Supervision	114
4.11.9	Procedure to Obtain Research Support	114
4.11.10	Extension of Enrolment for Thesis	114
<b>PART 5</b>	<b>INSTITUTE SERVICES</b>	<b>116</b>
<b>5.1</b>	<b>GENERAL INFORMATION</b>	<b>116</b>
<b>5.2</b>	<b>MEDICAL CARE AND COUNSELLING</b>	<b>116</b>
<b>5.3</b>	<b>MENTORING</b>	<b>116</b>
<b>5.4</b>	<b>CAREER DEVELOPMENT</b>	<b>117</b>
<b>5.5</b>	<b>IPU NEW ZEALAND ACTIVE, EVENTS AND ACTIVITIES</b>	<b>117</b>
<b>5.6</b>	<b>HARASSMENT COMPLAINTS</b>	<b>117</b>
<b>5.7</b>	<b>INSTITUTE FACILITIES</b>	<b>118</b>
5.7.1	Campus	118
5.7.2	Teaching Blocks	118
5.7.3	Library	118
5.7.4	Computer Network and Facilities	118
5.7.5	Accommodation	119
5.7.6	Dining Hall	119
5.7.7	Shop/Bar	119
5.7.8	Recreation Centre	119
5.7.9	KAN Centre	119
<b>PART 6</b>	<b>CAMPUS LIFE</b>	<b>120</b>
<b>6.1</b>	<b>INSTITUTE RULES</b>	<b>120</b>
6.1.1	Compliance with Institute Rules and Regulations	120
6.1.2	New Zealand Law	120
6.1.3	Security	120
6.1.4	Driving Rules	121
6.1.5	IPU New Zealand Registration and Vehicle Ownership:	122
6.1.6	Smoking	123
6.1.7	Alcohol	123
6.1.8	Institute Residences	124
6.1.8.1	Eligibility	124
6.1.8.2	Visitors	124
6.1.8.3	Room Allocation	124
6.1.8.4	Room Maintenance	125
6.1.8.5	Inspections:	125

6.1.8.6	Personal Belongings	125
6.1.8.7	Accommodation Bond	125
6.1.8.8	Noise	125
6.1.8.9	Damage	125
6.1.8.10	Fire Regulations	126
6.1.8.11	Electrical Appliances	126
6.1.9	Absence or Leave from Institute Accommodation Facilities	126
6.1.9.1	Short term leave from Institute accommodation facilities	126
6.1.9.2	Moving off campus	126
6.1.9.3	Belongings	126
6.1.10	Passport and Student Visa Regulations	127
6.1.11	Student Health Insurance	127
6.1.12	Dining Hall	127
6.1.12.1	Meal Entitlements	127
6.1.12.2	Times for Dining	127
6.1.12.3	Food	127
6.1.12.4	Vegetarian Meals	128
6.1.12.5	Special orders and late meals	128
6.1.12.6	Standard of Dress	128
<b>6.2</b>	<b>INSTITUTE REGULATIONS</b>	<b>128</b>
6.2.1	Disciplinary Action	128
6.2.2	Disciplinary Committee	129
6.2.3	Disciplinary Procedures and Penalties	129
6.2.3.1	Violations of Regulations	129
6.2.3.2	Fines	130
6.2.3.3	Procedure for Appeals against Disciplinary Measures	130
6.2.3.4	Complaints and Appeals Relating to Disputes of Regulations, Academic Policy or Violation of Human Rights or Privacy	130
<b>6.3</b>	<b>SUMMARY OF CODE OF PRACTICE FOR THE PASTORAL CARE OF INTERNATIONAL STUDENTS</b>	<b>132</b>
<b>PART 7</b>	<b>ADMINISTRATIVE RULES AND PROCEDURES</b>	<b>133</b>
<b>7.1</b>	<b>FEE DESCRIPTIONS</b>	<b>133</b>
<b>7.2</b>	<b>PAYMENT OF FEES</b>	<b>133</b>
<b>7.3</b>	<b>NON-PAYMENT OF FEES</b>	<b>133</b>
<b>7.4</b>	<b>REFUNDS</b>	<b>133</b>
7.4.1	Refund of Tuition and other fees	133
7.4.1.1	Domestic Student refund	134
7.4.1.2	International student refund	134
7.4.2	Student Fee Protection Policy	134
7.4.3	Refunds as a Result of a Change in Residency Status	135
7.4.4	Definitions	135
7.4.5	Short Course Refunds	135
7.4.6	Bond	135
7.4.7	Date of Refund	136
<b>7.5</b>	<b>CONFIDENTIALITY POLICY</b>	<b>136</b>
<b>7.6</b>	<b>SCHOLARSHIPS</b>	<b>136</b>
<b>7.7</b>	<b>STUDENT IDENTIFICATION CARD</b>	<b>136</b>
<b>7.8</b>	<b>REPORTS FROM THE INSTITUTE</b>	<b>137</b>
7.8.1	Semester Academic Report	137



7.8.2	Address Change	137
<b>7.9</b>	<b>JOB SEARCH LEAVE</b>	<b>137</b>
7.9.1	Objective	137
7.9.2	Period of Job Search Leave	137
7.9.3	Conditions of Job Search Leave	137
7.9.4	Eligibility	137
7.9.5	Application Procedure	137
7.9.6	Responsibilities Upon Return from Job Search Leave	138
7.9.7	Enrolment planning	138
<b>7.10</b>	<b>DEPARTURE PROCEDURES</b>	<b>138</b>
7.10.1	Notification and Procedure	138
7.10.2	Departure Procedures	138
7.10.2.1	Room Check In/Out Form (Residential Students Only)	138
7.10.2.2	Refund Form	138
7.10.2.3	NZ Immigration Notification (International Students Only)	139
7.10.2.4	Personal Belongings	139
7.10.2.5	Student Mail	139
7.10.3	Obligation of Payments	139
<b>7.11</b>	<b>OFFICIAL DOCUMENTS</b>	<b>139</b>
7.11.1	Academic Transcripts	139
7.11.2	Letter of Enrolment	140
7.11.3	Letter of Graduation (Prospective)	140
7.11.4	Letter of Graduation	140
<b>7.12</b>	<b>COPYRIGHT REGULATIONS</b>	<b>140</b>
<b>PART 8</b>	<b>APPENDICES</b>	<b>142</b>
<b>PART 9</b>	<b>INDEX</b>	<b>177</b>

## **TABLES**

1.1	English Language Requirements for Programme Entry	93
2.1	Withdrawal from papers – time limits	96
2.2	Minimum formal academic Semesters and Maximum Time Limit for the award of a qualification	98
3.1	Restricted passes allowed	102
4.1	Code of Assessment for English Language Studies Level 5, Diploma of International Studies, Diploma of Japanese Studies, Degree and Postgraduate programmes	104
4.2	Code of Assessment for Level 4 Business Studies (Small Business), Level 5 Tourism and Travel Studies and Level 5 Business Studies (Project Management)	105
4.3	Code of Assessment for English Language Studies (Levels 1 – 4)	105

# Academic Calendar 2019

## ACADEMIC CALENDAR 2019

Statutory holidays	Institute Events	Date	Diplomas, Degrees	Certificates
		Mar 11-	Week 7	Week 7
	Mar 20 Completion and Excellence Ceremony	Mar 18-22	Week 8	Week 8
		Mar 25-	Holiday	Holiday
	April 04 Orientation, Powhiri	Apr 01-	Holiday	Holiday
<b>SEMESTER ONE 2019</b>				
		April 08-	MIS, PDIS, BCIS, GDIS, DJAST, NZ Dip. START	NZCEL 1,2,3,4,5, BS Cert START
April 19 Good Friday		April 15-	Week 2	Week 2
April 22 Easter Monday		April 22-	Week 3	Week 3
April 25 ANZAC Day	May 01 Commencement Ceremony	April 29-	Week 4	Week 4
		May 06-	Week 5	Week 5
		May 13-	Week 6	Week 6
		May 20-	Week 7	Week 7
		May 27-31	Week 8	Week 8
June 03 Queen's Birthday	June 05 Orientation	June 03-07	Break	Break
		June 10-	Week 9	NZCEL 2,3,4 START
	June 19 English Speech Contest	June 17-	Week 10	Week 10
	June 26 Japanese Speech Contest	June 24-	Week 11	Week 11
	June 28 Omatsuri	July 01-	Week 12	Week 12
		July 08-	Week 13	Week 13
		July 15-	Week 14	Week 14
		July 22-26	Week 15	Week 15 BSCert, NZCEL 5 END
		Jul 29-Aug 02	Holiday	Week 16
		Aug 05-	Holiday	Holiday
	Aug 14 Orientation, Powhiri	Aug 12-	Holiday	Holiday
<b>SEMESTER TWO 2019</b>				
		Aug 19-	MIS, PDIS, BCIS, GDIS, DJAST, NZ Dip. START	NZCEL 1,2,3,4,5, BS Cert START
	Aug 28 Completion and Excellence Ceremony	Aug 26-	Week 2	Week 2
		Sept 02-	Week 3	Week 3
		Sept 09-	Week 4	Week 4
		Sept 16-	Week 5	Week 5
	Sept 28 Spring Festival	Sept 23-	Week 6	Week 6
		Sept 30-	Week 7	Week 7
		Oct 07-11	Week 8	Week 8
Oct 14 Institute Holiday	Oct 16 Orientation	Oct 14-	Break	Break
		Oct 21-	Week 9	NZCEL 2,3,4 START
Oct 28 Labour Day		Oct 28-	Week 10	Week 10
		Nov 04-	Week 11	Week 11
		Nov 11-	Week 12	Week 12
		Nov 18-	Week 13	Week 13
		Nov 25-	Week 14	Week 14
		Dec 02-06	Week 15	Week 15 BSCert, NZCEL 5 END
		Dec 09-13	Break	Week 16
	Dec 16 Graduation	Dec 16-	Graduation	Graduation
		Dec 16-	Holiday	Holiday
Dec 25- 26 Christmas	Close down - Dec 23 to Jan 03	Dec 23-	Holiday	Holiday
Jan 01- 02 New Year	Institute Holidays (Dec 27, 31)	Dec 30-	Holiday	Holiday
		Jan 06-	Holiday	Holiday
	Jan 15 Orientation, Powhiri	Jan 13-	Holiday	Holiday
<b>SUMMER TERM</b>				
Jan 20 Wellington An.		Jan 21 (Tue)-	MIS, PDIS, BCIS, GDIS, DIS START	NZCEL 2,3,4 START
		Jan 27-	Week 2	Week 2
Feb 06 Waitangi Day		Feb 03-	Week 3 TESOL START	Week 3
		Feb 10-	Week 4	Week 4
		Feb 17-	Week 5	Week 5
		Feb 24-	Week 6	Week 6
		Mar 02-	Week 7	Week 7
		Mar 09-13	Week 8	Week 8
		Mar 16-	Holiday	Holiday
		Mar 23-	Holiday	Holiday
		Mar 30-	Holiday	Holiday
April 10 Good Friday	April 08 Orientation, Powhiri	Apr 06-	Holiday	Holiday
<b>SEMESTER ONE 2020</b>				
Apr 13 Easter Monday		Apr 14 (Tue)-	MIS, PDIS, BCIS, GDIS, DJAST, NZ Dip. START	NZCEL 1,2,3,4,5, BS Cert START
		Apr 20-	Week 2	Week 2
		Apr 27-	Week 3	Week 3
	May 06 Commencement	May 04-	Week 4	Week 4

## **Part 1 IPU NEW ZEALAND VISION, BOARD and COMMITTEES**

### **1.1 IPU NEW ZEALAND'S DISTINCTIVE VISION**

As a member of the SOSHI Educational Group, IPU New Zealand embraces a vision of education that will develop citizens who will advance the search for integrated, meaningful and effective solutions to the challenges of contemporary global society.

IPU New Zealand graduates will have the transferable and specialised skills and competencies they need to empower their career pathways and lifelong contributions to society.

IPU New Zealand graduates will be citizens who:

1. Are confident, independent, resilient and able to set their own goals
2. Contribute positively to the global and local community
3. Act with professional courtesy and integrity
4. Are able to apply what has been learned in a range of vocational settings
5. Are curious and excited about learning
6. Know how to access and evaluate information in a range of ways
7. Think critically to solve problems collaboratively
8. Can listen to others from different countries
9. Can communicate cross-culturally in a range of contexts and social settings.
10. Value creative and sustainable solutions

#### **Staff**

Quality staff is the foundation on which IPU New Zealand's vision is built.

Our vision will be achieved through the development of our students in a holistic way by staff who work to achieve the Institute's vision with dedication and pride.

- Academic and support staff are valued by the Institute.
- Teaching capacity is highly valued, will be resourced accordingly, and supported through ongoing professional development.
- Research will be promoted and staff supported in contributing to the Institute's research outcomes.
- Staff will be encouraged to use their wider capacities in a holistic way to implement IPU New Zealand's distinctive vision.

## 1.2 IPU NEW ZEALAND BOARD AND COMMITTEES

### 1.2.1 Members of the Board of Trustees

Mr Hiroshi Ohashi	Chairman of the Board of Soshi Gakuen New Zealand, Chief Executive Officer, Chairman of Soshi Gakuen Inc
Dr Setsuko Ohashi	President, Soshi Gakuen New Zealand, Chairperson Kobe Soshi Gakuen Inc
Mr Toshihiro Otsuka	Chairman of Kobe Sozo Gakuen Inc
Mr Tetsuya Masuda	Chairman of Taishi Gakuen Inc
Mr Tomikazu Ikeda	Chairman of Junshin Hiroo Gakuen Inc

### 1.2.2 IPU New Zealand Academic Board

Dr Setsuko Ohashi	President
Mr Stewart Holdaway	Acting Head of School, School of Language and Culture
Dr Rashid Ameer	Head of School, School of Global Studies
Mrs Dana Taylor	Head of Academic Assurance
Ms Amanda Taekema	Academic Registry Manager
Mrs Hannah White	Acting Director of Services (Academic and Corporate)
Ms Justine Saunders	Student Support Manager
Mr Tomohito Mizuno	Representative of Soshi Gakuen Headquarters
Mr Hideo Numata	Representative of International Pacific University (IPU Japan)

### 1.2.3 Academic Advisory Committee

Ms Leonie Hapeta	Coachman Hotel Manager and Councillor, Palmerston North City Council
Mr Anaru Himiona	Cultural Advisor
Ms Sue Jenkins	Honorary Member
Mrs Mary Mathews	Director of International Education, Awatapu College
Mrs Stephen Parsons	Managing Director, House of Travel
Dr Penny Shino	Japanese Language, Massey University
Ms Jane Stella	Toyota New Zealand
Ms Norelle Ward	Manawatu Health Hub
Mr Gerald Wong	Greer and Wong, Chartered Accountants
Mr Gary Yeatman	Principal, Awatapu College

## Part 2      PROGRAMME DESCRIPTION AND SUMMARY

IPU New Zealand Tertiary Institute offers the following programmes of study:

- English Language Studies (Levels 1 to 5)
- Level 4 Business Studies (Small Business)
- Level 5 Business Studies (Project Management)
- Level 5 Tourism and Travel Studies
- Diploma of International Studies (*no new enrolments will be accepted into this programme*)
- Diploma of International Studies (Advanced) (*no new enrolments will be accepted into this programme*)
- Diploma of Japanese Studies
- Bachelor of Contemporary International Studies
- Graduate Diploma of Contemporary International Studies
- Postgraduate Diploma of Contemporary International Studies
- Master of Contemporary International Studies
- Certificate in Teaching English to Speakers of Other Languages (TESOL)

Each programme contributes to one or more distinct qualifications as described below. Further details about each programme, along with prerequisites and specific papers, are provided later in this section.

### **English Language Studies (Levels 1-5) leading to the New Zealand Certificate in English Language (Levels 1- 5)**

#### **Level 1 English Language Studies (2.1)**

The purpose of this programme is to equip learners for whom English is a second language with the language skills to be able to communicate in very basic, familiar everyday situations in an English-speaking environment. This qualification is at a level comparable to the Common European Framework of Reference (CEFR) high A1-low A2.

The aim of this Level 1 English Language Studies programme is for students to develop their English language skills to be able to:

- Understand and use familiar everyday expressions and very basic phrases to initiate and respond to short routine social interactions to meet basic needs
- Read and understand simple texts on familiar topics
- Write simple isolated sentences on familiar topics.

#### **Level 2 English Language Studies (2.2)**

The purpose of this programme is to equip learners for whom English is a second language with the language skills necessary to be able to communicate in basic, familiar, everyday situations in an English-speaking environment. This qualification is at a level comparable to the Common European Framework of Reference (CEFR) high A2-low B1.

The aim of this Level 2 English Language Studies programme is for students to develop their English language skills to be able to:

- understand and use basic language in familiar situations to engage in simple and routine tasks, social encounters and exchanges of information with emerging fluency and accuracy
- read and understand simple texts on familiar topics and locate specific predictable information in short texts
- write simple, comprehensible connected texts on familiar topics.

### **Level 3 English Language Studies (2.3)**

The purpose of this programme is to equip learners for whom English is a second language with the language skills to be able to communicate with some independence and fluency in a variety of situations in an academic English environment. This qualification is at a level comparable to the Common European Framework of Reference (CEFR) B1.

The aim of this Level 3 English Language Studies programme is for students to develop their English language skills to be able to:

- Understand the main points and key supporting detail in extended oral interaction and factual information in familiar contexts
- Speak with some coherence, fluency and spontaneity to express personal ideas and sustain interaction in familiar contexts
- Read and understand a range of texts on familiar topics; scan, locate and gather information to fulfil a specific task
- Write comprehensible, connected texts on familiar topics with reasonable linguistic accuracy, using a range of text types.

### **Level 4 English Language Studies (2.4)**

The purpose of this programme is to equip learners for whom English is a second language with the language skills necessary to communicate independently and fluently in familiar and sometimes less familiar situations in an academic English environment. This qualification is at a level comparable to the Common European Framework of Reference (CEFR) B2.

The aim of this Level 4 English Language Studies programme is for students to develop their English language skills to be able to:

- Understand main ideas and key supporting details of complex oral texts on familiar and sometimes unfamiliar topics
- Read and understand complex texts with a variety with a large degree of independence on familiar and sometimes unfamiliar topics
- Locate, organise and summarise important information in texts
- Speak with fluency and spontaneity to communicate with some degree of elaboration in a range of familiar and unfamiliar contexts

- Write coherent texts appropriate to audience and purpose, with few linguistic errors in a range of text types, synthesising and evaluating information and arguments from a number of sources

### **Level 5 English Language Studies (2.5)**

The aim of this Level 5 English Language Studies Programme is to develop the English language and academic skills of students in order for them to be able to communicate independently and effectively in a wide range of familiar and unfamiliar situations with fluency and flexibility in academic English language environments at graduate and postgraduate levels.

### **Level 4 Business Studies (Small Business) leading to the New Zealand Certificate in Business (Small Business) (Level 4) (2.6)**

The purpose of this programme is for students to gain general and specialised knowledge of a range of operational roles in order to plan, implement, evaluate, and develop a small business. The Small Business strand of this programme will also benefit local and international for-profit and non-for-profit organisations, by producing graduates who can develop and grow viable business entities which offer sustainable employment opportunities. Graduates of this programme will be able to use their business knowledge as owner-operators to perform operational roles and manage a small business ethically in bi- and multi-cultural settings.

The aim of this Level 4 Business Studies (Small Business) programme is for students to gain the competence, knowledge, and skills required to assess small business opportunities, strategies, and processes in order to establish a small business venture. Graduates of the programme will demonstrate awareness of the diverse language or cultural background needs of New Zealand businesses and workplaces. This programme includes core modules which develop students' applied business competence as well as personal and business skills relevant to the development and management of a business.

### **Level 5 Business Studies (Project Management) leading to the New Zealand Diploma in Business (Project Management) (Level 5) (2.7)**

The aim of this Level 5 Tourism and Travel Studies programme is for students to gain specialised competence, knowledge, and skills required to analyse and evaluate local, national, and international tourism operating environments and aid decision-making in the tourism and travel industries. Graduates of the programme will demonstrate understanding of diverse language and/or cultural backgrounds and apply professional workplace practices to proactively support the visitor experience. This programme includes core modules which develop students' applied and critical tourism and travel competence as well as the customer service and problem-solving skills which contribute to overall business effectiveness.

### **Level 5 Tourism and Travel Studies leading to the New Zealand Diploma in Travel & Tourism (Level 5) (2.8)**

The aim of this Level 5 Tourism and Travel Studies programme is for students to gain specialised competence, knowledge, and skills required to analyse and evaluate local,



national, and international tourism operating environments and aid decision-making in the tourism and travel industries. Graduates of the programme will demonstrate understanding of diverse language and/or cultural backgrounds and apply professional workplace practices to proactively support the visitor experience. This programme includes core modules which develop students' applied and critical tourism and travel competence as well as the customer service and problem-solving skills which contribute to overall business effectiveness.

### **Diploma of International Studies (Including Foundation Education Programme) (2.9)**

*NB: No new enrolments will be accepted into this programme from 2017*

The purpose of the Level 5 Diploma of International Studies is to develop English Language and character through a first year focus on English language and following years content area specialisation integrated with further English language learning.

The Diploma of International Studies offers a wide range of elective papers and vocationally useful specialist courses in Business Communication and Tourism. There is a high level of personal attention to students in this programme.

### **Diploma of International Studies (Advanced) (2.10)**

*NB: No new enrolments will be accepted into this programme from 2017*

The Level 6 Diploma of International Studies (Advanced) (DIS (Adv)) seeks to extend students in the DIS programme to take higher-level content papers at Level 6. DIS (Adv) students take papers from the DIS and BCIS paper offerings.

### **Diploma of Japanese Studies (2.11)**

The key to the Diploma of Japanese Studies programme lies in language and cross-cultural communication skills. The diploma is centred on a selection of language and culture papers that emphasise the development of a firm foundation in Japanese language skills and an understanding of traditional and contemporary culture as well as modern society, politics and business. The Diploma of Japanese Studies requires one year of full time study. Enrolment is limited to non-native speakers of Japanese.

### **Bachelor of Contemporary International Studies (2.12)**

The Bachelor of Contemporary International Studies is a three-year qualification at degree level enabling students to study international issues from three disciplinary fields: environmental studies, business studies, and international relations. A second-language component (English, Japanese or Chinese) is integral to the BCIS programme. In the final year, students undertake a major research project. In addition to the core papers, there is a wide variety of elective papers to choose from.

The degree was developed to provide an interdisciplinary approach. Graduates can think critically and solve problems in creative ways, know how to access and evaluate information in a range of ways, are able to use more than one language accurately in a range of settings, can communicate crossculturally and interculturally, and are able to apply the knowledge and skills they have gained in a range of vocational settings. Students wanting to concentrate in one of the fields of specialisation offered can undertake electives in business,

environment, international relations, Japanese or TESOL and language studies to obtain a major.

### **Graduate Diploma of Contemporary International Studies (2.13)**

This one-year programme of study is designed for students already holding an undergraduate degree. This allows them to undertake further studies in specialised internationally oriented papers and develop interdisciplinary approaches to issues by taking undergraduates courses in a number of disciplinary fields: International Relations, International Business, Environmental Studies, Language Studies.

Through interdisciplinary study, graduates build on the knowledge already gained in their undergraduate degree so that they can think critically and solve problems in creative ways, know how to access and evaluate information in a range of ways, are able to use more than one language accurately in a range of settings, can communicate crossculturally and interculturally, and are able to apply the knowledge and skills they have gained in a range of vocational settings.

### **Postgraduate Diploma of Contemporary International Studies (2.14)**

The Postgraduate Diploma in Contemporary International Studies (PDCIS) programme is designed to prepare students for today's International business environment. Key drivers in this environment are the relationships between economic, political, social, cultural and environmental factors and the need for sustainable business development. The PDCIS aims to develop graduates who can answer this need, by demonstrating pragmatic, efficient, and effective use of strategic planning tools, techniques, and management processes.

Papers taught integrate concepts and methodologies from the business, political science, socio-cultural and environmental disciplines. They focus on the development of higher cognitive skills for critical analysis and evaluation of business operations. These are the skills which business women and men of the future will use to seek new avenues and opportunities for business growth within a truly unique interdisciplinary framework of sustainable development.

### **Master of Contemporary International Studies (2.15)**

The Master of Contemporary International Studies (MCIS) is designed to prepare students who are interested in international business, international relations, and sustainable development characterised by increased globalism. The programme requires the knowledge of interrelationships between economic, political, social, cultural and environmental factors. The MCIS aim is to develop graduates who are able to demonstrate pragmatic, efficient, and effective use of strategic planning tools and techniques, management processes, and be able to independently design and execute supervised pieces of scholarly research, in the spirit of sustainable business development.

The programme integrates concepts, methodologies and insights of different disciplines, thus providing a truly unique interdisciplinary framework for critical analysis and evaluation of business operations in order to seek new avenues and opportunities for business growth and sustainable development.

**Certificate in Teaching English to Speakers of Other Languages (2.16)**

IPU New Zealand offers language-training courses for teaching English to speakers of other languages (TESOL). It is certified to offer the Trinity College London Certificate in TESOL.

IPU New Zealand is also an authorised examination site for the Test of English for International Communication (TOEIC) examination.

## 2.1.1 ENGLISH LANGUAGE STUDIES (LEVEL 1) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 1)

### 2.1.2 Programme Statement

Educational outcome

This qualification leads to

- New Zealand Certificate in English Language (Level 1)[1880].

Graduates may progress to:

New Zealand Certificate in English Language (Level 2) [Ref: 1881].

Professional outcome

Graduates of the Level 1 English Language Studies programme will have the English language skills to work in positions that require:

- basic, short memorised phrases
- understanding of short, basic predictable spoken phrases
- understanding of a small range of individual words.

### 2.1.3 Programme Details

Level: 1

Total Credits: 60

Duration\*: 1 Semester Full-time

Entry Criteria:

International	Completion of High School + be 16 years of age or older
English proficiency	IELTS 2.5 or equivalent as evidenced by an internal placement test

Admission period: Semester 1 (April); Semester 2 (August)

Compulsory papers: Yes

Specialisations: No

*\*This is the standard period to complete the qualification. See 4.5.2 for minimum and maximum periods permitted.*

### 2.1.4 Requirements for Award

Level	Credits
1	60 (3 papers)

### 2.1.5 Paper Schedule

#### Compulsory papers

	Credits	Unit Standards
Reading 1	15	27981, 27982
Writing 1	15	27996, 27998
Listening and Speaking 1	30	27998, 27989, 27990

## 2.1.6 ENGLISH LANGUAGE STUDIES (LEVEL 2) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 2)

### 2.1.7 Programme Statement

Educational outcome

This qualification leads to

- New Zealand Certificate in English Language (Level 2)[1881].

Graduates may progress to:

New Zealand Certificate in English Language (Level 3) [Ref:1882].

Professional outcome

Graduates of the Level 2 English Language Studies programme will have the English language skills to work in positions that require:

- Simple face to face interpersonal communication
- Understanding of simple spoken and written instructions and descriptions.

### 2.1.8 Programme Details

Level: 2  
Total Credits: 60  
Duration\*: 1 Semester Full-time

Entry Criteria:

International:	Completion of High School + be 16 years of age or older
English proficiency:	NZCEL Level 1 or equivalent as evidenced by an internal placement test

Admission period: Semester 1 (April/June); Semester 2 (August/October); Summer Term (January)

Compulsory papers: Yes

Specialisations: No

*\*This is the standard period to complete the qualification. See 4.5.2 for minimum and maximum periods permitted.*

### 2.1.9 Requirements for Award

Level	Credits
2	60 (3 papers)

### 2.1.10 Paper Schedule

#### Compulsory papers

	Credits	Unit Standards
Reading 2	15	27983, 27984
Writing 2	15	27999, 28000
Listening and Speaking 2	30	27991, 27992, 27993, 28022

## 2.2 ENGLISH LANGUAGE STUDIES (ACADEMIC) (LEVEL 3) leading to THE NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 3)

### 2.2.1 Programme Statement

Educational outcome

This qualification builds on the New Zealand Certificate in English Language (Level 2) [1881].

This qualification leads to

- New Zealand Certificate in English Language (Level 3)[1882].

Graduates may progress to:

- New Zealand Certificate in English (Level 4) [1883]
- Other study or training programmes/course at NZQF level 4 or below.

Professional outcome

Graduates of the Level 3 English Language Studies programme will have the English language skills to work in positions that require:

- Face to face interpersonal communication
- Understanding of basic, context-specific texts- Simple, context-specific record-keeping
- Interaction in a supervised team.

### 2.2.2 Programme Details

Level: 3  
 Total Credits: 60  
 Duration\*: 1 Semester Full-time  
 Entry Criteria:

International	Completion of High School + be 16 years of age or older
English proficiency	NZCEL Level 2 or equivalent as evidenced by an internal placement test

Admission period: Semester 1 (April/June); Semester 2 (August/October); Summer Term (January)  
 Compulsory papers: Yes  
 Specialisations: No

*\*This is the standard period to complete the qualification. See 4.5.2 for minimum and maximum periods permitted.*

### 2.2.3 Requirements for Award

Level	Credits
3	60 (4 papers)

### 2.2.4 Paper Schedule

<u>Compulsory papers</u>	Credits	Unit Standards
Reading 3	15	28058, 28056, 28057
Writing 3	15	28068, 28069, 28070
Listening 3	15	28050, 28051, 28052
Speaking 3	15	28062, 28063, 28064

## 2.3 ENGLISH LANGUAGE STUDIES LEVEL 4 leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 4)

### 2.3.1 Programme Statement

Educational outcome

This qualification builds on the New Zealand Certificate in English Language (Level 3) [1882].

This qualification leads to

- New Zealand Certificate in English Language (Level 4)[1883].

Graduates may progress to:

- New Zealand Certificate in English Language Level 5 (Academic) [Ref: 1884]

Most vocational and undergraduate programmes/courses and specialised fields of study requiring lower and/or New Zealand Qualifications Framework level 5, for entrance, depending on the focus of the programme leading to this qualification.

Holders of this certificate will have the English language skills to work in positions that require:

- Interpersonal communication
- Understanding of context-specific professional and/or technical texts
- Writing context-specific records and texts
- Interaction in a team.

### 2.3.2 Programme Details

Level: 4  
 Total Credits: 60  
 Duration\*: 1 Semester Full-time

Entry Criteria:

International	Completion of High School + be 16 years of age or older
English proficiency	NZCEL Level 3 (Academic) or equivalent as evidenced by an internal placement test

Admission period: Semester 1 (April/June); Semester 2 (August/October); Summer Term (January)

Compulsory papers: Yes

Specialisations: No

*\*This is the standard period to complete the qualification. See 4.5.2 for minimum and maximum periods permitted.*

### 2.3.3 Requirements for Award

Level	Credits
4	60 (4 papers)

### 2.3.4 Paper Schedule

<b>Compulsory papers</b>	<b>Credits</b>	<b>Unit Standards</b>
Reading 4	15	22751, 28060, 28061
Writing 4	15	22749, 22750, 28071
Listening 4	15	28054, 28055, 22892
Speaking 4	15	28065, 28066, 22891

## 2.4 ENGLISH LANGUAGE STUDIES LEVEL 5 leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 5)

### 2.4.1 Programme Statement

Students will be able to:

- Understand extended complex oral texts on a wide range of topics.
- Participate flexibly and effectively in extended spoken academic discourse on a wide range of topics.
- Understand extended, complex written academic texts on a wide range of topics.
- Write well structured, sophisticated, extended academic texts on a wide range of topics.

### 2.4.2 Programme Details

Level: 5  
Total Credits: 60  
Duration\*: 1 Semester Full-time  
Entry Criteria:

International:	NZCEL Level 4 (Academic) or equivalent
English proficiency:	See 4.2.4.4

Admission period: Semester 1 (April); Semester 2 (August)  
Compulsory papers: Yes  
Specialisations: No

*\*This is the standard period to complete the qualification. See 4.5.2 for minimum and maximum periods permitted.*

### 2.4.3 Requirements for Award

Level	Credits
5	60 (4 papers)

### 2.4.4 Paper Schedule

#### Compulsory papers

ELS.501	Reading 5	20 credits
ELS.502	Writing 5	15 credits
ELS.503	Listening 5	10 credits
ELS.504	Speaking 5	15 credits



## 2.5 LEVEL 4 BUSINESS STUDIES (SMALL BUSINESS) leading to the NEW ZEALAND CERTIFICATE IN BUSINESS (SMALL BUSINESS) (LEVEL 4)

### 2.5.1 Programme Statement

Educational outcome:

The qualification this programme leads to, the New Zealand Certificate in Business (Small Business) (Level 4), may build on from the New Zealand Certificate in Business (Introduction to Small Business) (Level 3) [2454].

Graduates may progress to:

- New Zealand Diploma in Business (with strands in Accounting, Administration and Technology, Leadership and Management, and Project Management) (Level 5) [Ref: 2454].
- the proposed New Zealand Certificate in Business (Maori Business and Management) (Level 5) [Ref: 2458].
- other relevant industry or professional qualifications at Level 5 or above
- other relevant academic business qualifications at Level 5 or above

Professional outcome:

Graduates of the Level 4 Business Studies (Small Business) programme will have the skills and applied knowledge to plan, implement, evaluate, and develop a small business in New Zealand.

### 2.5.2 Programme Details

Level: 4  
 Total Credits: 60  
 Duration\*: 1 Semester Full-time  
 Entry Criteria:

Domestic:	Completion of Year 12 + Interview (Head of School will consider prior learning; e.g., work experience in the area or NZQA literacy and numeracy credits.)
International:	Graduated high school, + an interview OR has completed NZCEL 3 at IPU New Zealand
English proficiency:	English language proficiency as evidenced by any International English test score listed on NZQA Table English Proficiency Outcomes of Appendix 2 of the NZQA Programme Approval and Accreditation Rules (See 4.2.4.4) OR meets NZQA's criteria for existing English proficiency.

Admission period: Semester 1 (April); Semester 2 (August)

Compulsory papers: Yes

Specialisations: No

*\*This is the standard period to complete the qualification. See 4.5.2 for minimum and maximum periods permitted.*

### 2.5.3 Requirements for Award

Level	Credits
4	60 (4 papers)

## **2.5.4 Paper Schedule**

### **Compulsory papers**

BS.401	Introduction to Small Business Operations
BS.402	Business Work Experience
BS.403	Small Business Operations

## 2.6 LEVEL 5 BUSINESS STUDIES leading to the NEW ZEALAND DIPLOMA IN BUSINESS STUDIES (PROJECT MANAGEMENT) (LEVEL 5)

### 2.6.1 Programme Statement

This Level 5 Business Studies (Project Management) programme is for people who want to further their project management career options and start managing people, resources, or workplace operations. Students will learn how to analyse financial information, market products and services, build effective teams, motivate co-workers, lead and implement change, manage quality, and run stakeholder-focused events. In their industry-focused Project Management papers, students will gain the technical knowledge and skills they need to design, implement, and evaluate projects for a range of industries. To apply their knowledge of project management processes, tools, and techniques, students will complete a real-world project for a client organisation as an internship.

Outcome:

Graduates of the proposed Level 5 Business Studies (Project Management) programme will be able to establish, operate, manage, and/or lead projects and organisations in multicultural environments within the for-profit and non-profit sectors.

### 2.6.2 Programme Details

Level:	5
Total Credits:	120
Value of one paper:	15 credits
Duration*:	2 Semesters Full-time
Entry Criteria:	

Domestic:	Completion of Year 12, + an Interview
International:	Graduated high school, + an interview OR NZCEL Level 4
English proficiency:	English language proficiency as evidenced by any International English test score listed on NZQA Table English Proficiency Outcomes of Appendix 2 of the NZQA Programme Approval and Accreditation Rules (See 4.2.4.4) OR meets NZQA's criteria for existing English proficiency.

Admission period: June 2019, thereafter Semester 1

Compulsory papers: Yes

Specialisations: No

*\*This is the standard period to complete the qualification. See 4.5.2 for minimum and maximum periods permitted.*

### 2.6.3 Requirements for Award

Level	Credits
5	120 (8 papers)

### 2.6.4 Paper Schedule

#### Compulsory papers

BS.501	Business Operations	15 credits
BS.502	Business Marketing	15 credits
BS.503	Business Communication	15 credits
BS.504	Event Management	15 credits

BS.505	Project Management Methodology	30 credits
BS.506	Applied Project Management	30 credits

## 2.7 LEVEL 5 TOURISM AND TRAVEL STUDIES leading to the NEW ZEALAND DIPLOMA IN TRAVEL & TOURISM (LEVEL 5)

### 2.7.1 Programme Statement

Educational outcome:

Graduates will have the communication and technical competence to enrol in industry and/or academic programmes qualifications in tourism, travel, and/or event management at levels 6 and 7.

The New Zealand Diploma in Tourism and Travel (Level 5) can lead to the New Zealand Diploma in Tourism and Travel (Level 6) [Ref: 2207].

Professional outcome: Graduates will be able to work in senior roles (e.g. tourism operations advisors, tour managers, and business or trade development advisors) within the tourism and travel industries.

### 2.7.2 Programme Details

Level:	5
Total Credits:	120
Value of one paper:	15 credits
Duration*:	2 Semesters Full-time

Entry Criteria:

Domestic:	Completion of Year 12 and have an Interview
International:	Graduated high school, + an interview OR NZCEL Level 4
English proficiency:	IELTS (Academic) 5.5 with no band less than 5.0, or equivalent (See 4.2.4.4 for details)

Admission period:	Semester 1 (April); Semester 2 (August)
Compulsory papers:	Yes
Specialisations:	No

*\*This is the standard period to complete the qualification. See 4.5.2 for minimum and maximum periods permitted.*

### 2.7.3 Requirements for Award

Level	Credits
5	120 (8 papers)

### 2.7.4 Paper Schedule

#### Compulsory papers

TO.501	Tourism and Travel Operations
TO.502	Tourism Marketing
TO.503	Tourism Event Management
TO.504	Communication for Eco-tourism
TO.505	Communication for E-tourism
TO.506	Cultural Tourism
TO.507	Tourism Research Project
TO.508	Tourism Work Experience

## 2.8 DIPLOMA OF INTERNATIONAL STUDIES

### 2.8.1 Programme Statement

On successful completion learners will be able to:

- demonstrate English language confidence and competence to a high standard;
- use a variety of media for information gathering and research;
- identify key concerns and issues in a chosen specialty area;
- compare evidence and analyse information on a range of current international issues to develop understanding and form conclusion; and
- present information confidently in a variety of forms including orally, visually and in print.

### 2.8.2 Programme Details

Level:	5
Total Credits:	480
Value of one paper:	15 credits
Duration*:	4 years Full-time
Entry Criteria:	No new enrolments will be accepted to this programme
Admission period:	No new enrolments will be accepted to this programme
Compulsory papers:	Yes
Specialisations:	Yes

*\*This is the standard period to complete the qualification. See 4.5.2 for minimum and maximum periods permitted.*

### 2.8.3 Requirements for Award

	Level 5 Diploma
Level 6	-
Level 5	75 credits
Level 4	60 credits
Level 3	45 credits
Level 2 or above	30 credits
Level 1 or above	270 credits
<b>Total</b>	<b>480 credits (32 papers)</b>

### 2.8.4 Paper Schedule

#### Compulsory papers

The letters denote the content area or specialty stream the paper belongs in, the first number indicates the prescribed NZQA level of the paper and the second two numbers indicate the progression of taught papers.

#### **Compulsory English Papers**

Students taking these papers will be placed in the appropriate level of classes after initial testing at the beginning of their course of study. They will then progress throughout the levels as they demonstrate increased skill and ability.

### **Year One**

FEPI-4.04	Integrated English
FEPI-3.03	Integrated English
FEPI-2.02	Integrated English
FEPI-1.01	Integrated English
FEPO-3.03	Oral Communication
FEPO-2.02	Oral Communication
FEPO-1.01	Oral Communication
FEPW-3.03	Written Communication
FEPW-2.02	Written Communication
FEPW-1.01	Written Communication
FEPD-3.03	Language Development
FEPD-2.02	Language Development
FEPD-1.01	Language Development
FEPAS-1.01	Introduction to Academic Skills
FEPAS-2.02	Introduction to Academic Skills
FEPAS-3.03	Introduction to Academic Skills
FEPAS-4.04	Introduction to Academic Skills
FEPI-1.01	Independent Learning and Language Study Skills
FEPT-1.01	Introduction to TOEIC
FEPT-2.02	Introduction to TOEIC
FEPT-3.01	Introduction to IELTS
FEPT-3.03	Introduction to TOEIC
FEPR-1.01	Reading in English
FEPR-2.02	Reading in English
FEPR-3.03	Reading in English

### **Years Two - Four**

ENG-2.01	English Language Skills I
ENG-2.02	English Language Skills II
ENG-3.03	English Language Skills III
ENG-4.04	English Language Skills IV
ENG-5.05	English Language Skills V

**Or** if students have a TOEIC score of less than 450:

ELD-1.101	English Language Development I
ELDBL-1.102	English Language Development II [Bi-lingual]
ELD-2.103	English Language Development III
ELDBL-2.104	English Language Development IV [Bi-lingual]
ELD-3.105	English Language Development V
ELDBL-3.106	English Language Development VI [Bi-lingual]
ELD-4.107	English Language Development VII
ELDBL-4.108	English Language Development VIII [Bi-lingual]
ELD-4.109	English Language Development IX
ELDBL-5.110	English Language Development X [Bi-lingual]
ELD-5.111	English Language Development XI
ELDBL-5.112	English Language Development XII [Bi-lingual]
JLD-3.113	Japanese Language Development I
JLD-4.114	Japanese Language Development II

Note that papers labelled 'bilingual' are being delivered in English with Japanese language support where necessary.

### **Compulsory Introduction Papers**

Students are required to complete two specialist stream introduction papers from the list below:

BC-2.01	Introduction to Business Communication
TO-2.01	Introduction to Tourism
EIC-4.01	Introduction to English for Intercultural Communication ( <i>no endorsement currently available</i> )
ES-2.01	Introduction to Environmental Studies ( <i>no endorsement currently available</i> )

### **Elective Papers**

#### **Business Communication**

BC-2.02	Business Communication I
BC-3.03	Business Basics I
BC-3.10	Business Marketing
BC-4.04	Business Work Experience
BC-4.05	Business Communication II
BC-4.06	Entrepreneurship Practical Project I
BC-5.07	Business Basics II
BC-5.08	Entrepreneurship Practical Project II
BC-5.09	Business Communication III
BC-3.10	Business Issues in the Media
BC-5.11	Business Research Project
BC-5.11A	Practical Project/ Internship

#### **Tourism**

TO-3.02	History and Growth of Tourism
TO-3.03	Tourism Destinations and Products
TO-5.04	Adventure and Eco-tourism in New Zealand
TO-4.05	Hospitality Industry I
TO-4.06	Tourism Work Experience
TO-5.07	The Airline Industry
TO-5.08	Impacts of Tourism
TO-4.09	Hospitality Industry II
TO-5.10A	Travel Industry Operations
TO-5.10B	Hotel Administration
TO-5.11	Tourism Research Project

#### **Elective Paper Schedule**

ELEC-3.01	The Impact of City Environments on People
ELEC-3.02	Eco Business
ELEC-4.03	Current Business and Economic Issues
ELEC-4.04	Investment Planning



ELEC-4.05	Small Business Skills
ELEC-3.07	Travel Industry Management
ELEC-4.08	Natural Disasters
ELEC-3.09	Leadership
ELEC-2.10	Popular Culture
ELEC-5.11	Formal Japanese
ELEC-4.12	Foreign Language and Culture I
ELEC-5.12	Foreign Language and Culture I
ELEC-5.13	Foreign Language and Culture II
ELEC-5.14	Advanced Spoken English
ELEC-3.15	Personal English Development
ELEC-5.16	Culture through Literature
ELEC-3.17	Applied Media Studies and Sport
ELEC-3.18	Film Studies
ELEC-3.19	Comics and the Media
ELEC-4.19	Desktop Publishing
ELEC-3.20A	New Zealand Studies (NZ Culture)
ELEC-3.20F	New Zealand Studies (NZ Tourism)
ELEC-4.24	Internship Project
ELEC-5.24	Advanced Internship Project
ELEC-2.25	Reading for TOEIC I
ELEC-2.26	Reading for TOEIC II
ELEC-4.28	Individual Project Paper
ELEC-5.29	Advanced Academic English I
ELEC-4.30	Advanced Academic English II
ELEC-4.31	Advanced Academic English III
ELEC-5.32	Advanced Academic English IV
ELEC-5.33	Advanced Academic English V
ELEC-4.40	Music and Social Change
ELEC-2.42	Text Entry and Formatting
ELEC-3.43	Spoken English I
ELEC-4.44	Spoken English II
ELEC-4.45	Current Events through Media
ELEC-2.117	New Zealand Environment
ELEC-3.118	Business Marketing
ELEC-2.119	Tourism Industry
ELEC-3.121	Computer Skills
ELEC-5.125	Current Japanese Issues
ELEC-2.126	Special Topic
ELEC-3.126A	Creative Writing
ELEC-3.126B	Personal Financial Management
ELEC-3.126D	Special Topic: Human-Animal Interactions
ELEC-3.126G	Special Topic: Animals in the Media
ELEC-3.126I	The Story of Japan
ELEC-4.126	Special Topic
ELEC-5.126	Special Topic

## **2.8.5 Specialisations**

The Diplomas currently have two areas of specialisation: Business Communication and Tourism. Each specialisation consists of eleven papers, including the relevant introduction paper. Students who elect to complete a specialisation must complete all papers in that stream to graduate with the appropriate specialty endorsement.

### **2.8.5.1 Structure**

#### a) Foundation Education

The first year of each diploma provides English Language study and life skill papers, which are designed to provide practical situations for both English Language use and also aid adaption of overseas students to life in New Zealand.

#### b) Introduction papers

Students then complete a minimum of three introduction papers, including one in each specialty area, which provide students with an introduction and overview of the subject area and enable students to make an informed decision about which area to specialise in.

#### e) Elective papers

The balance of the programme consists of elective papers, which serve a number of important purposes. They allow for interdisciplinary and international perspectives to be introduced to students' programmes. They promote some of the liberal values associated with a social sciences education which the Institute believes are essential given its holistic student development philosophy.

There are a variety of elective papers offered in order to provide a counterbalance to specialist studies. The schedule enables students to select additional English language papers, such as 'Spoken English' and 'Personal English Development' for those who feel they need additional language support. Finally, the special topics within the elective schedule allow for the Institute to respond to student interests and offer one-off or new papers. As an elective choice, students may enrol in a number of selected specialty papers outside their own specialty stream.

Throughout years two to four, Diploma of International Studies students may elect to take a specialty paper from another stream in lieu of an elective paper. Students doing this must fulfil any required prerequisites for the specialty paper.

#### f) Cross credits

A number of papers may be credited from other programmes at the Institute, including the Level 5 Travel and Tourism Programme and the Bachelor of Contemporary International Studies. See 4.6.3.1 for more details.

## **2.8.6 Diploma of International Studies Rules and Regulations**

- Students are expected to attend 100% of their classes, and must attend 80% of classes in order to be eligible to receive credit for a paper.
- An interview with the Head of School may be required to ascertain student suitability for studying in a particular stream.
- Where a student fails an introduction paper or does not take the appropriate introduction paper but wishes to proceed with a given specialist area, entry to that specialist stream will be at the discretion of the Head of School.

- Students who fail two specialist papers beyond the introduction paper will be required to change to an unendorsed diploma. Students who are required to change to the unendorsed Diploma of International Studies may continue to take higher-level specialist papers at the discretion of the Head of School.
- Where a student is able to pass specialist papers they have previously failed by joining a lower year group, they may change back to the specialist streams of the Diploma of International Studies.
- Throughout their diploma students may take a specialty paper from another stream providing they have fulfilled any required prerequisites as set out by the Head of School. Such a paper would be considered an elective paper.
- The Institute does not guarantee to run a specialty programme if fewer than eight students enrol.
- Students in the Diploma of International Studies may take Bachelor of Contemporary International Studies papers to credit to Diploma of International Studies electives on a one for one basis up to a maximum of eight papers.
- Students must take a minimum of three papers each term and may take no more than four papers per term with the exception of their final year where they may take a number to be determined by the Head of School.

### **2.8.7 Foundation Education Programme**

The aim of the first year of the Diploma of International Studies (2006) programme is to consolidate the passive language knowledge students have when they arrive in New Zealand and facilitate the active use of it both in the academic setting of the classroom and in the wider community. Students will develop their English language skills to a level that will assist them in making a smooth transition into the content-based specialty areas in their second year of study.

Although the Diploma of International Studies retains a commitment to fully integrated language and content study, the Institute believes that students' language learning will be further advanced by having some compulsory papers dedicated specifically to English study, especially in the first year. In the first year, students also require more structured support in the way of cultural adjustment and study habits.

Students receive intensive English instruction and exposure through a series of eight compulsory papers.

In addition, students are introduced to New Zealand society and culture gradually and are given a great deal of support in this first year in order to minimise culture shock and to immediately provide for any individual learning needs that may arise in the new learning environment.

## 2.9 DIPLOMA OF INTERNATIONAL STUDIES (ADVANCED)

### 2.9.1 Programme Statement

On successful completion learners will be able to:

- demonstrate English language confidence and competence to a high standard;
- use a variety of media for information gathering and research;
- identify key concerns and issues in a chosen specialty area;
- compare evidence and analyse information on a range of current international issues to develop understanding and form conclusion;
- present information confidently in a variety of forms including orally, visually and in print; and
- demonstrate more advanced skills at Level 6.

### 2.9.2 Programme Details

Level:	6
Total Credits:	480
Value of one paper:	15 credits
Duration*:	4 years Full-time
Entry Criteria:	No new enrolments will be accepted to this programme
Admission period:	No new enrolments will be accepted to this programme
Compulsory papers:	Yes
Specialisations:	Yes

*\*This is the standard period to complete the qualification. See 4.5.2 for minimum and maximum periods permitted.*

### 2.9.3 Requirements for Award

	<b>Level 6 Advanced Diploma</b>
Level 6	75 credits
Level 5	75 credits
Level 4	60 credits
Level 3	45 credits
Level 2 or above	30 credits
Level 1 or above	195 credits
<b>Total</b>	<b>480 credits (32 papers)</b>

### 2.9.4 Paper schedule

See paper schedule 2.8.4 for papers at Level 1 to 5, and paper schedule 2.10.4 for Level 5 and 6 papers.

### 2.9.5 Specialisations

The Diplomas currently have two areas of specialisation: Business Communication and Tourism. Each specialisation consists of eleven papers, including the relevant introduction paper. Students who elect to complete a specialisation must complete all papers in that stream to graduate with the appropriate specialty endorsement.

## 2.10 DIPLOMA OF JAPANESE STUDIES

### 2.10.1 Programme Statement

Students will develop a firm foundation of the four communicative skills of speaking, writing, listening and reading, in Japanese, and an understanding of traditional and contemporary Japanese culture, modern society, politics and business.

### 2.10.2 Programme Details

Level:	5
Total Credits:	120
Value of one paper:	15 credits
Duration*:	2 Semesters Full-time
Entry Criteria:	

Domestic:	University Entrance or at the discretion of the Head of School
International:	Completion of 12 years of high school
English proficiency:	See 4.2.4.4

Admission period:	Semester 1 (April); Semester 2 (August)
Compulsory papers:	No
Specialisations:	No

\*This is the standard period to complete the qualification. See 4.5.2 for minimum and maximum periods permitted.

### 2.10.3 Requirements for Award

Level	Credits
5	60 (Schedule A)
5	60 (Schedule B)
<b>Total</b>	<b>120 credits (8 papers)</b>

### 2.10.4 Paper Schedule

#### Schedule A Required Papers (All of the following papers or Japanese language papers at a higher level)

20.501	Contemporary Japanese 1: Speaking and Listening <i>Co-/Pre-requisite: 20.502</i>
20.502	Contemporary Japanese 2: Reading and Writing <i>Co-/Pre-requisite: 20.501</i>
20.503	Contemporary Japanese 3: Speaking and Listening <i>Pre-requisite: 20.501, 20.502</i>
20.504	Contemporary Japanese 4: Reading and Writing <i>Co-/Pre-requisite: 20.503</i>

#### Schedule B Elective Papers (Any four from the following papers)

10.511	Intercultural Communication
10.513	Advanced English Skills (for native speakers)
10.514	Communication in the Globalised World
10.611	The Study of Language
10.612	Asia-Pacific Cultures Through Literary Texts
10.616	Introduction to Language Teaching
10.617	Introduction to Language Learning

10.714	Teaching Young Learners
20.511	Japanese Civilisation 1
20.512	Japanese Business 1
20.513	History of Modern Japan
20.611	Japanese Civilisation 2
20.612	Japanese Business 2
20.613	Political Economy of Japan
20.711	Social Conflict in Modern Japan
20.713	Japanese Foreign Policy
30.611	Asia-Pacific Business Environment
30.735	Management of Multinational Companies
50.514/614	New Zealand – East Asian Relations
50.615	Southeast Asia
50.712	Foreign Policy in the Information Age
50.713	North East Asia
80.501	Introduction to Tourism
80.502	Introduction to Ecotourism
90.602	Internationalism
90.604	Marketing Management
90.605	Organisation Management and Culture
90.606	International Business

## 2.11 BACHELOR OF CONTEMPORARY INTERNATIONAL STUDIES

### 2.11.1 Programme Statement

The BCIS will produce graduates who:

1. are confident and independent and able to set their own goals.
2. will contribute to the society in which they live.
3. think critically and solve problems in creative ways.
4. know how to access and evaluate information in a range of ways.
5. are curious and excited about learning.
6. to communicate cross-culturally and inter-culturally.
7. are able to use more than one language accurately in a range of social settings, content areas and in their work at a high level of fluency.
8. are able to apply the knowledge and skills gained in a range of workplace situations.

### 2.11.2 Programme Details

Level:	7
Total Credits:	360
Value of one paper:	15 credits
Duration*:	6 semesters full time

Entry Criteria:

Domestic	University Entrance or at the discretion of the Head of School
International	Completion of 12 years of high school
English proficiency	See 4.2.4.4

Admission period:	Semester 1 (April); Semester 2 (August); Summer (January)
Compulsory papers:	Yes
Specialisations:	Yes

*\*This is the standard period to complete the qualification. See 4.5.2 for minimum and maximum periods permitted.*

### 2.11.3 Requirements for Award

Level	Credits
5	Up to 180 credits
6	At least 90 credits
7	At least 75 credits
<b>Total</b>	<b>360 credits (24 papers)</b>

### 2.11.4 Paper Schedule

Papers are coded according to subject area as follows:

10.xxx	English Studies
20.xxx	Japanese Studies
30.xxx	International Business
40.xxx	Environmental Studies
50.xxx	International Relations
70.xxx	Mandarin Studies
80xxx	Ecotourism
90.xxx	Interdisciplinary Studies

<b>Compulsory papers (8)</b>		<b>Credits</b>	<b>Prerequisite</b>
30.501	Principles of Economics	15	
40.501	Introduction to Environmental Sustainability	15	
50.501	Introduction to International Relations	15	
90.501	Research and Study Skills 1	15	
90.601	Research and Study Skills 2	15	90.501
90.602	Internationalism	15	90.601
90.701	A & B Interdisciplinary Project	30	90.601, 90.602

### **Language and/or Culture Component (6)**

All degree students must complete 6 language papers. Papers which may be credited as a Language/Culture paper are included in the Elective paper list below, in italics.

<b>Elective papers</b>		<b>Credits</b>	<b>Prerequisite</b>
<i>CEL.501A</i>	<i>Reading 5</i>	15	
<i>CEL.502A</i>	<i>Writing 5</i>	15	
<i>CEL.503A</i>	<i>Listening 5</i>	15	
<i>CEL.504A</i>	<i>Speaking 5</i>	15	
<i>10.505</i>	<i>Introduction to Language and Communication</i>	15	
<i>10.510</i>	<i>Introductory Degree Study Skills</i>	15	
<i>10.511</i>	<i>Intercultural Communication</i>	15	
<i>10.512</i>	<i>Contemporary Short Stories</i>	15	
<i>10.513</i>	<i>Professional Communication</i>	15	
<i>10.514</i>	<i>Communication in the Globalised World</i>	15	
<i>10.611</i>	<i>The Study of Language</i>	15	
<i>10.612</i>	<i>Asia-Pacific Cultures Through Literary Texts</i>	15	
<i>10.613</i>	<i>Film Studies</i>	15	
<i>10.614</i>	<i>English as an International Language</i>	15	
<i>10.615</i>	<i>Creative Writing</i>	15	
<i>10.616</i>	<i>Introduction to Language Teaching</i>	15	10.611
<i>10.617</i>	<i>Introduction to Language Learning</i>	15	10.611
<i>10.711</i>	<i>English as an International Language</i>	15	
<i>10.712</i>	<i>Literature and the Land</i>	15	10.512 or 10.612
<i>10.713A</i>	<i>Introduction to TESOL A</i>	15	10.611
<i>10.713B</i>	<i>Introduction to TESOL B</i>	15	10.713A
<i>10.714</i>	<i>Teaching Young Learners</i>	15	10.713A
<i>10.715</i>	<i>The Structure of Modern English for TESOL</i>	15	10.611
<i>20.501</i>	<i>Contemporary Japanese 1: Speaking &amp; Listening</i>	15	
<i>20.502</i>	<i>Contemporary Japanese 2: Reading &amp; Writing</i>	15	
<i>20.503</i>	<i>Contemporary Japanese 3: Speaking &amp; Listening</i>	15	20.501
<i>20.504</i>	<i>Contemporary Japanese 4: Reading &amp; Writing</i>	15	20.502
<i>20.505A</i>	<i>Japanese Skills 1A</i>	15	
<i>20.505B</i>	<i>Japanese Skills 1B</i>	15	20.505A
<i>20.505C</i>	<i>Japanese Skills 1C</i>	15	20.505B
<i>20.505D</i>	<i>Japanese Skills 1D</i>	15	20.505C



20.506A	<i>Japanese Advanced IA</i>	15	20.505D
20.506B	<i>Japanese Advanced IB</i>	15	20.506A
20.506C	<i>Japanese Advanced IC</i>	15	20.506B
20.506D	<i>Japanese Advanced ID</i>	15	20.506C
20.509A	<i>English to Japanese Translation 1</i>	15	20.502 or 10.602
20.511	<i>Japanese Civilisation 1</i>	15	
20.512	<i>Japanese Business 1</i>	15	
20.513	<i>History of Modern Japan</i>	15	
20.601	<i>Contemporary Japanese 5: Speaking &amp; Listening</i>	15	20.503
20.602	<i>Contemporary Japanese 6: Reading &amp; Writing</i>	15	20.504
20.603	<i>Contemporary Japanese 7: Speaking &amp; Writing</i>	15	20.601
20.604	<i>Contemporary Japanese 8: Reading &amp; Writing</i>	15	20.602
20.605A	<i>Japanese Skills 2A</i>	15	20.505D
20.605B	<i>Japanese Skills 2B</i>	15	20.605A
20.605C	<i>Japanese Skills 2C</i>	15	20.605B
20.605D	<i>Japanese Skills 2D</i>	15	20.605C
20.606A	<i>Japanese Advanced II A</i>	15	20.506D
20.606B	<i>Japanese Advanced II B</i>	15	20.606A
20.606C	<i>Japanese Advanced II C</i>	15	20.606B
20.606D	<i>Japanese Advanced II D</i>	15	20.606C
20.609A	<i>English to Japanese Translation 2</i>	15	20.509A
20.611	<i>Japanese Civilisation 2</i>	15	
20.612	<i>Japanese Business 2</i>	15	20.512
20.613	<i>Political Economy of Japan</i>	15	
20.701	<i>Contemporary Japanese 9: Speaking &amp; Writing</i>	15	20.603
20.702	<i>Contemporary Japanese 10: Reading &amp; Writing</i>	15	20.604
20.703	<i>Contemporary Japanese 11: Speaking &amp; Writing</i>	15	20.701
20.704	<i>Contemporary Japanese 12: Reading &amp; Writing</i>	15	20.702
20.705A	<i>Japanese Skills 3A</i>	15	20.605D
20.705B	<i>Japanese Skills 3B</i>	15	20.705A
20.705C	<i>Japanese Skills 3C</i>	15	20.705B
20.705D	<i>Japanese Skills 3D</i>	15	20.705C
20.706A	<i>Japanese Advanced IIIA</i>	15	20.606D
20.706B	<i>Japanese Advanced IIIB</i>	15	20.706A
20.706C	<i>Japanese Advanced IIIC</i>	15	20.706B
20.706D	<i>Japanese Advanced IIID</i>	15	20.706C
20.709A	<i>English to Japanese Translation 3</i>	15	20.609A
20.709B	<i>Japanese to English Translation</i>	15	20.603, 20.604
20.711	<i>Social Conflict in Modern Japan</i>	15	
20.713	<i>Japanese Foreign Policy</i>	15	
30.502	Statistics	15	
30.503	Financial Accounting	15	
30.513	New Zealand Business Law	15	30.501
30.514	Business and Sustainability	15	30.501
30.602	Fundamentals of Corporate Finance	15	30.503

30.603	Management Accounting	15	30.503
30.611	<i>The Asia-Pacific Business Environment</i>	15	30.501
30.615	International Business Internship	15	
30.616	The Business of the Environment	15	
30.622	Investment Management	15	30.501, 30.503
30.623	Auditing	15	30.501, 30.503
30.624	Product Management	15	90.604
30.625	Organisational Behaviour	15	
30.713	Managerial Economics	15	30.501
30.716	Small Business and Entrepreneurship	15	30.501, 30.503
30.722	Financial Markets and Institutions	15	30.503, 30.602
30.723	Advanced Financial Accounting	15	30.503
30.724	Marketing Research and Analysis	15	90.604, 30.502
30.725	Operations Management	15	30.501
30.732	Quantitative Methods in Finance	15	30.501, 30.602
30.733	Taxation	15	30.501, 30.503
30.734	Entrepreneurial Marketing	15	30.501, 90.604
30.735	<i>Management of Multinational Companies</i>	15	90.605
30.742	International Financial Management	15	30.501, 30.503 & 30.602
30.743	Advanced Auditing and Assurance	15	30.503, 30.623
30.744	<i>Consumer Behaviour</i>	15	30.502, 90.604
30.745	Project Management	15	30.501
40.511	The Human Environment	15	40.501
40.512	The Physical Environment	15	40.501
40.514	Introductory Environmental Studies II	15	40.501
40.612	Environmental Monitoring and Assessment	15	40.501
40.613	Natural Disasters and Emergency Management	15	40.501
40.614/			
40.712	Biological Conservation	15	40.61x*
40.615/			
40.715	Regional Environment Systems and Management	15	40.501
40.616	Urban Environmental Systems and Management	15	40.511
40.713	Global Environmental Issues	15	40.61x*
40.716	Urban Environmental Issues	15	40.511
40.717	Environmental Monitoring and Assessment	15	40.501
50.514	<i>New Zealand – East Asian Relations</i>	15	
50.515	Introduction to Political Studies	15	
50.611	Human Rights	15	50.501
50.612	Politics of the Free Market	15	50.501
50.614	<i>New Zealand – East Asian Relations</i>	15	50.501
50.615	<i>Southeast Asia</i>	15	50.501
50.711	War and Peace: Security and Stability	15	50.501
50.712	Foreign Policy in the Information Age	15	50.501

50.713	<i>North East Asia</i>	15	50.501
50.714	Politics of Environmental Sustainability	15	50.501
70.521	<i>Mandarin 1: Listening and Speaking</i>	15	
70.522	<i>Mandarin 2: Reading and Writing</i>	15	
70.523	<i>Mandarin 3: Listening and Speaking</i>	15	70.521
70.524	<i>Mandarin 4: Reading and Writing</i>	15	70.522
70.611	<i>Chinese 3 (Mandarin)</i>	15	70.523, 70.524
80.501	Introduction to Tourism	15	
80.502	Introduction to Ecotourism	15	80.501
80.601	Ecotourism and Protected Natural Areas	15	80.501, 80.502
80.602	Ecotourism and Culture: Empowering Communities	15	80.601
80.603	Ecotourism Internship	15	80.601, 80.602
80.701	Ecotourism Planning	15	80.601, 80.602
80.702	Ecotourism Interpretation	15	80.601, 80.602
80.703	Future Directions for Ecotourism	15	80.602
90.502	<i>Career Design and Employability Development</i>	15	
90.604	<i>Marketing Management</i>	15	
90.605	<i>Organisation Management and Culture</i>	15	
90.606	<i>International Business</i>	15	30.501
90.607	<i>Leadership for Team Development</i>	15	
90.611A/B	Special Topic 1	15	
90.711	Special Topic 2	15	

\* Any second year Environmental Studies paper

### 2.11.5 Specialisations

Students in the BCIS may elect to obtain a major in a specialist area of study (International Business, International Environmental Studies, International Relations, Japanese Studies or TESOL and Language Studies) through choosing electives that provide a coherent progressive study in a particular specialty.

Students seeking a major in one of these specialties will build on the compulsory papers of the degree by choosing elective papers across levels 5, 6 and 7 in that specialty. Degree students in their first year at the Institute will not be permitted to attempt Level 7 papers.

**Note:** These specialty papers are *in addition* to the other requirements of the degree. A paper will not be counted as both a Major specialty paper and a Language/Culture paper. The compulsory introductory papers will not be counted as specialty papers.

In addition, students choosing a major in any specialty must select a topic within that specialty for the required interdisciplinary project (90.701A/B).

The programme of study for a student choosing a major in the BCIS may follow the template in 1.11.6.

**a) International Environmental Studies Major**

In order to obtain the IES major, students must successfully complete:

	<b>Credits</b>	<b>Compulsory papers</b>
Two specialist papers at level 5	30	
Three specialist papers at level 6	45	
Three specialist papers at level 7	45	
Six Language/Culture papers	90	
Eight Core Compulsory papers	120	30.501, 40.501, 50.501, 90.501, 90.601, 90.602, 90.701A, 90.701B
Two Electives	30	
<b>Total</b>	<b>360</b>	

**b) International Relations Major**

	<b>Credits</b>	<b>Compulsory papers</b>
Two specialist papers at level 5	30	50.515
Three specialist papers at level 6	45	
Three specialist papers at level 7	45	
Six Language/Culture papers	90	
Eight Core Compulsory papers	120	30.501, 40.501, 50.501, 90.501, 90.601, 90.602, 90.701A, 90.701B
Two Electives	30	
<b>Total</b>	<b>360</b>	

**c) Japanese Studies Major**

	<b>Credits</b>	<b>Compulsory papers</b>
Two specialist papers at level 5	30	
Three specialist papers at level 6	45	
Three specialist papers at level 7	45	
Six Language/Culture papers	90	
Eight Core Compulsory papers	120	30.501, 40.501, 50.501, 90.501, 90.601, 90.602, 90.701A, 90.701B
Two Electives	30	
<b>Total</b>	<b>360</b>	

**d) TESOL and Language Studies Major**

	<b>Credits</b>	<b>Compulsory papers</b>
Two specialist papers at level 5	30	
Three specialist papers at level 6	45	
Three specialist papers at level 7	45	10.713A, 10.713B
Six Language/Culture papers	90	
Eight Core Compulsory papers	120	30.501, 40.501, 50.501, 90.501, 90.601, 90.602, 90.701A, 90.701B
Two Electives	30	
<b>Total</b>	<b>360</b>	

**e) International Business Studies Major**

In order to obtain the IBS Major, students must successfully complete:

	<b>Credits</b>	<b>Compulsory papers*</b>
Two specialist papers at level 5	30	
Three specialist papers at level 6	45	
Three specialist papers at level 7	45	
Six Language/Culture papers	90	
Eight Core Compulsory papers	120	30.501, 40.501, 50.501, 90.501, 90.601, 90.602, 90.701A, 90.701B
Two Electives	30	
<b>Total</b>	<b>360</b>	

**IBS Specialisations**

Students completing a major in International Business Studies may choose to focus on one of four specialities within the major. These are Accounting, Finance, Management and Marketing. To obtain an endorsement in the chosen specialty, one Level 6 and all 3 Level 7 IBS papers must be in that specialty.

**e) International Business Studies Major with a specialisation**

In order to obtain the IBS Major, students must successfully complete:

	<b>Credits</b>	<b>Compulsory papers*</b>
Two specialist papers at level 5	30	30.502, 30.503
Three specialist papers at level 6	45	30.602, 30.603
Three specialist papers at level 7	45	
Six Language/Culture papers	90	10.501 or 10.513; 10.502 or 10.514; 90.604; 90.605; 90.606
Eight Core Compulsory papers	120	30.501, 40.501, 50.501, 90.501, 90.601, 90.602, 90.701A, 90.701B
Two Electives	30	
<b>Total</b>	<b>360</b>	

### 2.11.5.1 Structure and Typical Enrolment Pattern of the Bachelor of Contemporary International Studies

#### a) Typical enrolment pattern with IES, IR, JS and LS Majors

Year	Papers							
1	Compulsory Inter-disciplinary 30.501	Compulsory Inter-disciplinary 40.501	Compulsory Inter-disciplinary 50.501	Language/Culture 10.513 or 10.501	Language/Culture	Language/Culture	Language/Culture	Elective
2	Compulsory Research 90.501	Compulsory Research 90.601	Compulsory Inter-disciplinary 90.602	Language/Culture	Language/Culture	Major Level 5	Major Level 5	Major Level 6
3	Inter-disciplinary 90.701A	Inter-disciplinary 90.701B	Major Level 6	Major Level 6	Major Level 7	Major Level 7	Major Level 7	Elective

\*Where a student's plan of study does not include a major, "major" papers may be replaced with a range of electives.

#### b) Typical enrolment pattern with International Business Studies Major

Year	Papers							
1	Compulsory Inter-disciplinary 30.501	Compulsory Inter-disciplinary 40.501	Compulsory Inter-disciplinary 50.501	Language/Culture 10.513 or 10.501	Language/Culture 10.502 or 10.514	Major Level 5 30.502	Major Level 5 30.503	Elective
2	Compulsory Research 90.501	Compulsory Research 90.601	Compulsory Inter-disciplinary 90.602	Language/Culture 90.604	Language/Culture 90.605	Major Level 6 30.602	Major Level 6 30.603	Major Level 6 Specialty
3	Inter-disciplinary 90.701A	Inter-disciplinary 90.701B	Language/Culture 90.606	Language/Culture Any L/C paper	Major Level 7 Specialty	Major Level 7 Specialty	Major Level 7 Specialty	Elective

### 2.11.6 Programme Regulations

BCIS students in their first year at the Institute will not normally be permitted to attempt Level 7 papers. This regulation can be waived at the discretion of the Head of School, but if a waiver is granted, the student MUST sign a disclaimer stating that in the event that the paper is failed, the student has no cause for complaint.

## 2.11.7 Provisional Accounting Technician (AT) (Provisional membership with CAANZ)

### **Papers required for the Accounting Technician Pathway**

30.501	Principles of Economics
30.503	Financial Accounting
30.513	New Zealand Business Law
30.602	Fundamentals of Corporate Finance
30.603	Management Accounting
30.623	Auditing
30.723	Advanced Financial Accounting
30.733	Taxation
30.743	Advanced Auditing and Assurance
90.605	Organisational Management and Culture

**Subject to accreditation with CAANZ:** Passing these ten degree papers within the BCIS will enable students to fulfil the academic requirements to apply for provisional registration as an Accounting Technician (AT) with the Chartered Accountants Australia and New Zealand (CAANZ) after graduation.

Students must pass these papers, and complete at least two years' study at Bachelors level to apply for Provisional Membership of CAANZ. There are additional Practical Experience requirements to become an Accounting Technician (AT). Further details can be found at: <https://www.charteredaccountantsanz.com/become-a-member/entry-requirements/accounting-technician>

IPU New Zealand does not have a representative at CA ANZ to provide a graduating student any further assistance in regard to the assessment of their application to register as an AT or AC. A graduating student should contact CA ANZ in person after completing the BCIS major (with AT pathway papers) for further procedural requirements.

### **Practical Experience Requirements**

Before or after completion of your academic requirements you will need to complete TWO years of relevant accounting employment (a full time equivalent based on a 35-hour week).

Relevant accounting employment is one that provides experience in at least one of the following areas:

- Financial accounting
- Auditing
- General practice
- Management accounting
- Taxation
- Financial management
- Financial advice
- Treasury
- Academia
- Information systems
- Comparable sub-divisions of accounting.

This experience will need to be verified by the graduate's Supervisor or Manager and reviewed by a current CAANZ member.



## 2.12 GRADUATE DIPLOMA OF CONTEMPORARY INTERNATIONAL STUDIES

### 2.12.1 Programme Statement

The GDCIS will produce graduates who:

1. are confident and independent and able to set their own goals.
2. will contribute to the society in which they live.
3. think critically and solve problems in creative ways.
4. know how to access and evaluate information in a range of ways.
5. are curious and excited about learning.
6. to communicate cross-culturally and inter-culturally.
7. are able to use more than one language accurately in a range of social settings, content areas and in their work at a high level of fluency.
8. are able to apply the knowledge and skills gained in a range of workplace situations.

### 2.12.2 Programme Details

Level:	7
Total Credits:	120
Value of one paper:	15 credits
Duration*:	2 semesters full time
Entry Criteria:	

Domestic:	A Bachelor's degree with a minimum 50% grade average
International:	A Bachelor's degree with a minimum 50% grade average
English proficiency:	See 4.2.4.4

Admission period: Semester 1 (April); Semester 2 (August); Summer Term (January)

Compulsory papers: No

Specialisations: No

### 2.12.3 Requirements for Award

Level	Credits
6	45 credits
7	75 credits
<b>Total</b>	<b>120 credits (8 papers)</b>

### 2.12.4 Scheduled Papers

10.611	The Study of Language
10.612	Asia-Pacific Cultures Through Literary Texts
10.614	English as an International Language
10.615	Creative Writing
10.616	Introduction to Language Teaching
10.617	Introduction to Language Learning
10.711	English as an International Language
10.712	Literature and the Land
10.713A/B	Introduction to Language Teaching – 2 separate papers
10.714	Teaching Young Learners
20.612	Japanese Business 2
20.613	Political Economy of Japan
20.711	Social Conflict in Modern Japan

20.713	Japanese Foreign Policy
30.602	Fundamentals of Corporate Finance
30.610	Advanced Management Accounting
30.611	Asia Pacific Business Environment
30.612	International Marketing
30.613	Corporate Management
30.614	Organisational Behaviour
30.615	International Business Internship
30.616	The Business of the Environment
30.620	Auditing
30.711	Corporate and International Finance
30.712	The Management of Multinational Companies
30.713	Managerial Economics
30.714	International Business
30.716	Entrepreneurship and Small Business
40.612/717	Environmental Monitoring and Assessment
40.613	Natural Disasters and Emergency Management
40.614/712	Biological Conservation
40.615/715	Regional Environmental Systems and Management
40.616/716	Urban Environmental Systems and Management
40.713	Global Environmental Issues
50.611	Human Rights: The Politics of Democracy and Authoritarianism
50.612	Politics of the Free Market
50.614	New Zealand – East Asian Relations
50.615	Southeast Asia
50.711	War and Peace: Security and Stability
50.712	Foreign Policy in the Information Age
50.713	North East Asia
50.714	Politics of Environmental Sustainability
90.602	Internationalism
90.611A/B	Special Topic 1
90.701A/B	Interdisciplinary Project
90.711	Special Topic 2

### **2.12.5 Programme Regulations**

Students will complete an enrolment form specifying their proposed course of study. Each student course must be approved by the Head of School.

Specified pre and co-requisites within the schedules of the Bachelor of Contemporary International Studies degree offering may be waived on the approval of the Head of School.

## 2.13 POSTGRADUATE DIPLOMA OF CONTEMPORARY INTERNATIONAL STUDIES

### 2.13.1 Programme Statement

Graduates will be competent and confident in key managerial skills: leadership, planning and organization, analysis and decision-making, teamwork, integrity.

Graduates will be prepared for work at supervisory and management levels where an understanding of international business, trade, politics, and environmental, social and cultural sensitivity is required.

### 2.13.2 Programme Details

Level:	8
Total Credits:	150
Value of one paper:	30 credits
Duration*:	1 year full time
Entry Criteria:	

Domestic:	A Bachelor's degree
International:	A Bachelor's degree with a minimum 50% grade average
English proficiency:	See 4.2.4.4

Admission period: Semester 1 (April); Semester 2 (August); Summer Term (January)

Compulsory papers: Yes

Specialisations: No

### 2.13.3 Requirements for Award

Level	Credits
8	150 credits (5 papers)

### 2.13.4 Paper Schedule

#### **Compulsory papers** Credits

95.806	Resource Management	30
95.807	Postgraduate Research Methods	30

#### **Elective papers**

95.801	People, the Planet and Sustainability	30
95.802	Entrepreneurship and Innovation	30
95.803	Business, the Environment and Corporate Social Responsibility	30
95.804	Science, the Environment and Policy Making	30
95.805	Politics and Development	30
95.808	Sustainability and Management Accounting	30
95.809	International Human Resource Management	30
95.810	Leadership, Communication, and Change Management	30
95.891	Special Topic 1: Contemporary Issues in Marketing	30
95.891A	Special Topic 1: Multinational Business Management	30
95.892	Special Topic 2: Strategic Management and Corporate Social Responsibility	30
95.892A	Special Topic 2: Sustainable Business and Global Business Chains	30

### **2.13.5 Programme Regulations**

Students on International Student Visas must take two papers in each of their first two Semesters, and one paper in their final term. Domestic students may take a maximum of 2 papers in any term.

Upon successful completion of Year One of the postgraduate programme, students have the option of exiting with the Postgraduate Diploma of Contemporary International Studies qualification, or completing a second year of study to complete the Master of Contemporary International Studies.

## 2.14 MASTER OF CONTEMPORARY INTERNATIONAL STUDIES

### 2.14.1 Programme Statement

Graduates will have competency in managerial skills: leadership, decision-making, problem-solving, and communication.

Graduates will be able to identify and understand the critical elements of particular problems or situations and develop, design and execute independent and original research and suggest and justify recommendations to various stakeholders.

### 2.14.2 Programme Details

Level:	9
Total Credits:	240
Value of one paper (Y2):	30, 60 or 90 credits
Duration*:	2 years full time
Entry Criteria:	

Domestic	Completion of PDCIS with a minimum B grade average + minimum grade of B- for 95.807
International	Completion of PDCIS with a minimum B grade average+ minimum grade of B- for 95.807
English proficiency	See 4.2.4.4 for details

Admission period: Semester 1 (April); Semester 2 (August); Summer Term (January)

Compulsory papers: Yes

Specialisations: No

### 2.14.3 Requirements for Award

Level	Credits
8	150 credits (PDCIS)
9	90 credits
<b>Total</b>	<b>240 credits</b> (see 2.13.5)

### 2.14.4 Paper Schedule

#### Year One

See PDCIS 2.13.4

#### Year 2

Option	Description
1	95.992 Level 9 Executive Project (60 credits) + one Level 8 paper (30 credits)
2	95.993 Level 9 Executive Thesis (90 credits)
3	95.994 Level 9 Research Project (60 credits) + one Level 8 paper (30 credits)
4	95.995 Level 9 Research Thesis (90 credits)

Each research paper option expects students to select and apply a particular research methodology that is suitable for an independent research inquiry on a topic, demonstrating

their knowledge of the interdisciplinary frameworks, management tools and techniques. The research must yield actionable ideas and suggestions to the management and stakeholders of various industries.

#### **2.14.5 Structure**

The Master of Contemporary International Studies requires 240 credits of study, which is undertaken over a minimum of five terms of study. This includes the 150 credits of the Postgraduate Diploma of Contemporary International Studies in the first year, and a further 90 credits in the second year, of which at least 60 credits must be independent research work.

Students who do not wish to complete the research year may complete the Postgraduate Diploma of Contemporary International Studies in one full year of study. The Postgraduate Diploma in Contemporary International Studies makes up the first three terms of the Masters programme. It requires 150 credits of study and is designed so that it can be completed within a minimum of one twelve-month year. The Postgraduate Diploma is, by definition, a 'taught' programme that does not include the component of independent research but requires considerable independent investigation and learning.

## **2.15 CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (Trinity College London)**

### **2.15.1 Programme Statement**

IPU New Zealand is an accredited teacher training centre, offering Certificates in Teaching English to Speakers of Other Languages (TESOL) in association with Trinity College London. Trinity College was established as a major examining board in 1872. The Trinity College teaching certificates are highly regarded professional TESOL qualifications recognised throughout the world by institutions in both public and private sectors of education.

The Trinity College Certificate in TESOL is designed as a practical introductory course for those who may have had little or no previous formal training in teaching English to non-native speakers. It includes a distance learning package as well as five weeks of full-time intensive training at IPU New Zealand.

On completion of this course, trainees should be able to:

- Analyse language for learning purposes.
- Identify language learning needs of speakers of other languages.
- Prepare, set up and run a variety of learning activities for individuals, pairs, groups and whole classes using a variety of styles and techniques appropriate to the learners' requirements and expectations.
- Organise an English for Speakers of Other Languages programme by planning a series of lessons which include a wide variety of different types of activities.
- Carry out listening, speaking, reading and writing activities in an integrated sequence.
- Make effective use of textbooks and supplementary materials.
- Apply formal knowledge of English to identify errors and to facilitate learning.
- Assess learners' development and give appropriate feedback.
- Prepare a suitable testing programme to measure the learners' progress.
- Apply principles of self-evaluation to their own teaching practice.
- Work co-operatively as members of a teaching team.
- Have an awareness of avenues available for their own professional development.

### **2.15.2 Programme Details**

Duration*:	5 weeks distance learning and 5 weeks block study
Entry Criteria:	Candidates are selected by interview and a pre-course language awareness task.
• Domestic:	University Entrance; be at least 20 years of age
• International:	Completion of High School; be at least 20 years of age
• English proficiency:	IELTS (Academic) 7.5
Admission period:	Summer Term (January)
Compulsory papers:	Yes
Specialisations:	No

### **2.15.3 Structure**

There are two parts to the course, the first a Distance Learning Component, the second the On-campus Course. Trainees are expected to complete the Distance Learning Component before being accepted for the on-campus section.

- The Distance Learning component is a series of three sets of study guides based on the course texts.
- The On-Campus Component is a five-week intensive course in which the syllabus is covered in a series of seminars and workshops. Teaching practice is integrated by relating the course components to practical teaching situations.



## **Part 3 PAPER DESCRIPTIONS**

### **3.1 ENGLISH LANGUAGE STUDIES (LEVEL 1) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 1) (2.1)**

#### **CEL.101 Reading 1**

Students will demonstrate their ability to begin to read and understand familiar words, phrases and very simple sentences.

Covers standards: 27981, 27982

#### **CEL.102 Writing 1**

Students will demonstrate an ability to write basic texts in English on familiar topics and for practical purposes.

Covers standards: 27996, 27998

#### **CEL.103 Listening and Speaking 1**

Students will demonstrate an ability to understand and use familiar everyday expressions and very basic phrases to initiate and respond to short routine social interactions to meet basic social needs.

Covers standards: 27988, 27989, 27990

### **3.2 ENGLISH LANGUAGE STUDIES (LEVEL 2) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 2) (2.2)**

#### **CEL.201 Reading 2**

Students will demonstrate an ability to read and understand simple texts on familiar topics and locate specific predictable information in short texts.

Covers standards: 27983, 27984

#### **CEL.202 Writing 2**

Students will demonstrate an ability to write simple, comprehensible connected texts on familiar topics.

Covers standards: 27999, 28000

#### **CEL.203 Listening and Speaking 2**

Students will demonstrate the ability to understand and use language in familiar situations to engage in simple and routine tasks, social encounters and exchanges of information with emerging fluency and accuracy.

Covers standards: 27991, 27992, 27993, 28022

### **3.3 ENGLISH LANGUAGE STUDIES (LEVEL 3) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 3) (2.3)**

#### **CEL.301 Reading 3**

Students will demonstrate an ability to read and understand a range of texts on familiar topics; scan, locate and gather information to fulfil a specific task.

Covers standards: 28058, 28056, 28057

#### **CEL.302 Writing 3**

Students will demonstrate an ability to write, comprehensible texts on familiar topics with reasonable linguistic accuracy, using a range of text types.

Covers standards: 28058, 28056, 28057

#### **CEL.303 Listening 3**

Students will demonstrate the ability to understand the key supporting detail in extended oral interaction and factual information in familiar contexts.

Covers standards: 28058, 28056, 28057

#### **CEL.304 Speaking 3**

Students will demonstrate an ability to speak with some coherence, fluency, and spontaneity to express personal ideas and sustain interaction in familiar contexts.

Covers standards: 28058, 28056, 28057

### **3.4 ENGLISH LANGUAGE STUDIES (LEVEL 4) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 4) (2.4)**

#### **CEL.401 Reading 4**

Read and understand complex texts with a large degree of independence on familiar and sometimes unfamiliar topics.

Covers standards: 22751, 28060, 28061

#### **CEL.402 Writing 4**

Students will demonstrate the ability to write, comprehensible texts on familiar topics with reasonable linguistic accuracy, using a range of text types.

Covers standards: 22749, 22750, 28071

#### **CEL.403 Listening 4**

Students will demonstrate the ability to understand main ideas and key supporting details of complex oral texts on familiar and sometimes unfamiliar topics.

Covers standards: 28054, 28055, 22892

#### **CEL.404 Speaking 4**

Students will demonstrate an ability to speak with fluency and spontaneity to communicate information, ideas and thoughts, with some details and examples, in a range of familiar and unfamiliar contexts.

Covers standards: 28065, 28066, 22891

**3.5 ENGLISH LANGUAGE STUDIES (LEVEL 5) leading to the NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (LEVEL 5) (2.5)**

**CEL.501 Reading 5**

Demonstrate an ability to read and understand complex texts independently on familiar and unfamiliar topics as well as summarise and synthesise information across a range of specific texts for a specific purpose.

**CEL.502 Writing 5**

Students will demonstrate the ability to write extended, crafted, logically structured coherent texts appropriate to audience and purpose, synthesising, evaluating and applying information and arguments from a range of sources.

**CEL.503 Listening 5**

Students will demonstrate the ability to understand main ideas of complex texts on both concrete and abstract topics.

**CEL.504 Speaking 5**

Students will demonstrate an ability to speak with fluency and spontaneity to communicate information, ideas and thoughts in extended discourse on a range of familiar and unfamiliar contexts as well as use appropriate skills and language to manage interactions in a wide range of formal and informal settings.

**3.6 LEVEL 4 BUSINESS STUDIES (SMALL BUSINESS) leading to the NEW ZEALAND CERTIFICATE IN BUSINESS (SMALL BUSINESS) (LEVEL 4) (2.6)**

**BS.501 Introduction to Small Business Operations**

Students will demonstrate knowledge of the characteristics and operational needs of small business in the New Zealand context.

**BS.502 Business Work Experience**

Students will engage in an unpaid 60-hour work placement where they can develop their business communication skills while applying their knowledge of operating a business.

**BS.503 Small Business Operations**

Students will demonstrate applied knowledge of the theory and practice of running a small business.

**3.7 LEVEL 5 BUSINESS STUDIES** leading to the **NEW ZEALAND DIPLOMA IN BUSINESS STUDIES (PROJECT MANAGEMENT) (LEVEL 5) (2.7)**

**BS.501 Business Operations**

Students will demonstrate applied knowledge of the characteristics and operation of for-profit and non-profit organisations in the New Zealand context

**BS.502 Business Marketing**

Students will demonstrate applied knowledge of business marketing to manage projects and events in local and international contexts

**BS.503 Business Communication**

Students will demonstrate applied knowledge of business communication skills and change management concepts used in a range of organisational situations.

**BS.504 Event Management**

Students will develop applied knowledge and skills, including operational strategies and organisational skills to effectively manage a successful event in a New Zealand context.

**BS.505 Project Management Methodology**

Students will develop the knowledge of project management tools and techniques to manage the initiation, planning, execution, monitoring and control, and closing of projects.

**BS.506 Applied Project Management**

Students will select and apply project management knowledge, tools, and techniques to initiate, plan, execute, monitor and control, and close a project for a client organisation.

**3.8 LEVEL 5 TOURISM AND TRAVEL STUDIES** leading to the **NEW ZEALAND DIPLOMA IN TRAVEL & TOURISM (LEVEL 5) (2.8)**

**TO.501 Tourism and Travel Operations**

Students will demonstrate applied knowledge of the characteristics and operation of tourism and travel organisations in local and international contexts.

**TO.502 Tourism Marketing**

Students will demonstrate applied knowledge of local, national and international tourism marketing.

**TO.503 Tourism Event Management**

Students will develop applied knowledge and key skills required to effectively manage a successful tourism event in the local community.

**TO.504 Communication for Eco-tourism**

Students will demonstrate applied knowledge of advanced tourism concepts and communication skills used in a range of tourism situations, with a focus on eco-tourism.

**TO.505 Communication for E-tourism**

Students will demonstrate applied knowledge of advanced tourism concepts and communication skills used in a range of tourism situations, with a focus on e-tourism.

**TO.506 Cultural Tourism**

Students will demonstrate applied knowledge of aspects of cultural tourism in local, national, and international markets.

**TO.507 Tourism Research Project**

Students will expand on ideas, knowledge and skills gained in previous papers, by choosing to do a tourism research project or continuing to expand or diversify a practical tourism project.

**TO.508 Tourism Work Experience**

Students will engage in a tourism work placement where they can develop their communication skills while applying their knowledge of operating a tourism or hospitality business.

### 3.9 DIPLOMA OF INTERNATIONAL STUDIES (SECTION 2.9)

#### Paper codes and abbreviations

FEPI	=	Foundation Education - Integrated
FEPD	=	Foundation Education - Language Development
FEPIL	=	Foundation Education – Independent Learning and Language Study Skills
FEPW	=	Foundation Education - Written Communication
FEPO	=	Foundation Education - Oral Communication
FEPT	=	Foundation Education – Introduction to TOEIC / IELTS
FEPAS	=	Foundation Education – Introduction to Academic Skills
FEPG	=	Foundation Education - Global Society
BC	=	Business Communication
EIC	=	English for Intercultural Communication
ES	=	Environmental Studies
HW	=	Health and Welfare
TO	=	Tourism
ENG	=	English Language Skills
ELD	=	English Language Development [General stream]
ELDBL	=	English Language Development-Bilingual [General stream]
JLD	=	Japanese Language Development [General stream]
ELEC	=	Elective papers

\* See Section 2.8 for Diploma requirements.

#### FOUNDATION EDUCATION

##### **FEPI-1.01 – 4.04 Integrated English**

All English language skills will be developed within this paper in preparation for students' content learning in subsequent years. A key aim is to improve students' knowledge of and use of vocabulary. Students are also introduced to written English and encouraged to write more accurately and fluently as well as at greater length. Touch-typing is also encouraged.

##### **FEPD-1.01 – 3.03 Language Development**

The main emphasis in this paper is on aural-oral skills so that students become more proficient and independent in their everyday life in Palmerston North and New Zealand. Conversations with native speakers will be recorded and studied. Students are expected to become familiarised with the New Zealand accent in the course of this paper and become much more proficient in their own spoken production. One hour per week of this paper is devoted to computer study.

##### **FEPIL-1.01 Independent Learning and Language Study Skills**

This paper is designed to introduce students to the concept of independent learning, to help them develop independent learning strategies, and to encourage them to take ownership of their own study skills and routines in order to develop their language proficiency.

##### **FEPW-1.01 – 4.04 Written Communication**

This paper aims to help students improve their reading and writing skills. Students will study reading skills in class and will be challenged to read daily for pleasure and to increase their general knowledge. They will also utilise their increasing vocabulary and grammatical knowledge in writing. Fluency and accuracy will be developed and basic essay structure addressed.

### **FEPO-1.01 – 3.03 Oral Communication**

This paper follows on from Language Development and concentrates on the aural-oral skills. To encourage students to use English in a wide variety of situations, a major project is to plan a 3-day trip to be undertaken at the end of term. This involves discussing places to visit, finding accommodation, making contingency plans and learning to budget. This planning also makes use of students' computing skills. Following the trips students produce a portfolio.

### **FEPR-1.01– 3.03 Reading in English**

This paper aims to help students improve their reading skills. Students will study reading skills in class and will be challenged to read daily for pleasure. Students will be expected to demonstrate that they have understood what they have read. Students will also be introduced to the structure of English, including words, sentences and paragraphs.

### **FEPT-1.01– 3.03 Introduction to TOEIC**

The purpose of this course is to improve students' TOEIC score, especially on the reading section. The course will focus on building business-related vocabulary, finding meaning in context, sentence-level patterns, speed-reading strategies and test-taking strategies.

### **FEPT-3.01 Introduction to IELTS**

The overall aim of this paper is to improve students' IELTS scores. The main focus of the course will be on building students' academic reading, writing, listening and speaking skills. The course will also feature academic vocabulary, finding meaning in context (both reading and listening), sentence-level patterns, faster reading strategies and general test-taking strategies.

### **FEPAS-1.01 – 4.04 Introduction to Academic Skills**

These papers are designed to enable students to study at diploma and degree level more effectively, training students to listen and understand over longer stretches of time, to discuss topics that they have researched, to read texts with reasonable understanding and to provide practice in writing. They will give students opportunities to become familiar with the language functions, procedures and genres used in English at diploma and degree level.

### **FEPG-1.01 Global Society**

This paper is designed to support students to lift their skills and confidence in regard to international and cross-cultural issues by exploring a variety of international culturally appropriate topics. Key skills will be used with research and use of the media to compare and contrast cultural perspectives and practices.

## **BUSINESS COMMUNICATION**

### **BC-2.01 Introduction to Business Communication**

This is an introduction to the main disciplines of business; economics, banking and finance, management, marketing and accounting. The paper is tailored for students who have little or no knowledge of business. Students will focus on developing business communication and language skills to understand and express key concepts

### **BC-2.02 Business Communication I**

The aim of this paper is to provide students with basic business concepts and language skills used in a wide range of business situations



**BC-3.03 Business Basics I**

This paper introduces students to the basic concepts of marketing, management and accounting that will provide a framework that underpins the future acquisition of practical business skills in the Entrepreneurship Practical Project papers, BC-4.06 and BC-5.08. Language skills will be equally emphasised in an integrated approach to give students the skills to start and operate a profitable business enterprise within the daily realities of the marketplace.

**BC-4.04 Business Work Experience**

This paper provides students with a business work placement where they can develop their English while learning the skills required in operating a business. Students will undertake a project related to the work placement giving them the opportunity to reflect upon their work environment and to link theoretical and practical issues.

**BC-4.05 Business Communication II**

The aim of this paper is to build on the concepts and information provided in Business Communication I and provide students with English language skills and the business principles to be able to function in a wide range of business situations.

**BC-4.06 Entrepreneurship Practical Project I**

In this paper students will practice running a small business. This paper will focus on the qualities of an entrepreneur, the development of a business plan for a small business, the running of the small business and the evaluation of the business idea.

**BC-5.07 Business Basics II**

Students will learn to record business transactions and process them into meaningful information. Students will also be introduced to an accounting software package to apply their bookkeeping skills.

**BC-5.08 Entrepreneurship Practical Project II**

This paper will build on the theory and practical business skills students learnt in BE-4.06. Students will develop a detailed business plan for a small business, run the business, and evaluate business.

**BC-5.09 Business Communication II**

The aim of this paper is to look in depth at communication principles and practices used in business. The paper will follow on from what has been learnt in BC-4.05.

**BC-3.10 Business Marketing**

This paper concerns the understanding and management of the current business and economic issues faced by the business managers in both domestic and international business environments. This is a practical paper where current business and economic issues raised in the mainstream media will be analysed to provide a better understanding of the current business environment. There will be a strong focus on language skills, particularly reading and listening strategies to enable effective access to media information.

**BC—5.11 Business Research Project**

The purpose of this paper is to allow students to expand on ideas, knowledge and skills gained in the other business papers by completing a business research project.

### **BC—5.11A Business Practical Project/Internship**

The purpose of this paper is to allow students to expand on ideas, knowledge and skills gained in the other business papers by choosing to continue to expand or diversify a practical business project, or complete a further business internship.

## **ENGLISH FOR INTERCULTURAL COMMUNICATION**

*(Stream not currently offered)*

### **EIC-4.01 English for Intercultural Communication**

The purpose of this paper is to provide students with an introduction to the concepts of communication, language and culture. This paper involves students developing a basic understanding of verbal and non-verbal communication and identifying cross cultural awareness strategies. Students will also develop an understanding of varying cultural values and extend their English fluency and accuracy.

## **ENVIRONMENTAL STUDIES**

*(Stream not currently offered)*

### **ES-2.01 Introduction to Environmental Studies**

Involving field visits, classroom discussion and study, ES-2.01 aims to introduce students to a variety of environmental concepts and issues relevant to both a global and New Zealand context.

## **TOURISM**

### **TO-2.01 Introduction to Tourism**

Students will develop a broad understanding of the basic principles of tourism. The subject of tourism will be viewed from historical, geographical, economic, environmental and behavioural perspectives

### **TO-3.02 History and Growth of Tourism**

This paper will provide a comprehensive understanding of how tourism has developed over time into one of the world's largest industries.

### **TO-3.03 Tourism Destinations and Products**

The aim of this paper is to provide students with the knowledge, skills and attitudes to locate information using current resources and deliver appropriate advice to clients on international destinations. Students will look at the individual components that combine to produce the total tourism product.

### **TO-5.04 Adventure and Eco-tourism in New Zealand**

Introduces students to two aspects of specialised tourism, namely adventure tourism and eco-tourism, which can be well illustrated in the New Zealand setting. Emphasis will be on the various facets of activity-based tourism such as tour guiding, outdoor skills, natural and cultural heritage, and the operation of small tourism businesses.

**TO-4.05 The Hospitality Industry I**

Introduces students to the hospitality industry, with emphasis on the accommodation and the food and beverage sectors. A strong practical component will apply to the preparing and serving of a meal, with the importance of good customer service being an ongoing focus throughout this course.

**TO-4.06 Tourism Work Experience**

Provides students with the opportunity to engage in a tourism industry work placement. Students will undertake a project related to the work placement giving them the opportunity to reflect upon their work environment and to link theoretical and practical issues.

**TO-5.07 The Airline Industry**

Students taking this paper will learn about the airline industry through the use of appropriate and current newspaper and magazine articles, videotaped television programmes, websites, and field trips.

**TO-5.08 Impacts of Tourism**

Provides students with a comprehensive understanding of both the positive and negative impacts of tourism on individuals, communities and countries. Emphasis will be on the economic, socio-cultural and environmental impacts of tourism.

**TO-4.09 Hospitality Industry II**

Develops and extends the practical skills and industry knowledge required by the Hospitality Industry. A strong emphasis is placed on operational skills within the Food & Beverage and Accommodation Sectors together with the correct use of industry product knowledge and terminology.

**TO-5.10A Travel Agency Operations**

This paper gives an understanding of travel agent operations, with emphasis on communication skills, product knowledge and information technology. The importance of good customer service will be stressed with opportunities for meaningful usage of English.

**TO-5.10B Hotel Administration**

The aim of this paper is to provide an understanding of administration required in hotels. It will provide an opportunity to investigate hotel operations from the 'back office' and 'front office'.

**TO-5.11 Tourism Research Project**

Students will be able to build on their course work and industry placement experience to further develop their understanding of a practical dimension of the tourism industry or to write up a report on a broader issue relating to world tourism.

**ENGLISH LANGUAGE SKILLS, ENGLISH LANGUAGE DEVELOPMENT-BILINGUAL AND JAPANESE LANGUAGE DEVELOPMENT****ENG-2.01/2.02//3.03/4.04/5.05 English Language Skills I-V**

These papers aim to develop students' English language skills so that they are able to successfully pursue their content studies. They also develop an independent and autonomous approach to language learning. Students will also be required to complete tasks on given themes and topics. In order to measure language development, students will

be required, as part of the assessment of these papers, to sit a common external or internal language test.

### **Compulsory papers for General Stream Students only**

#### **ELD-1.101/2.103 English Language Development**

The purpose of these papers is to improve students' TOEIC score, especially on the reading section. The papers will focus on building business-related vocabulary, finding meaning in context (both reading and listening), sentence-level patterns, faster reading strategies and test-taking strategies.

#### **ELECTIVES**

*Available to all students*

#### **ELEC-3.01      The Impacts of City Environments on People**

In this paper, we will explore different ways that city environments affect people. We will focus on creating better city environments for people. We will think about these questions, among others: How do city environments affect how people's health, and the way they feel? How can we use colours, art and heritage to make better city environments for people? In what ways can parks and other open spaces improve city environments for people?

#### **ELEC-3.02      Eco Business**

In this paper students explore ways in which modern businesses can measure and improve their environmental performance. Case studies of SMEs and multinational corporations provide examples of what real companies are doing, and why. The paper also investigates examples of green products, and the challenges related to successfully selling green products to consumers.

#### **ELEC-4.03      Current Business and Economic Issues**

A selected set of topics derived from current media sources such as newspaper articles and television news reports will be used, to provide students with an understanding of how businesses make decisions on trade matters, investment and financing within an international environment.

#### **ELEC-4.04      Investment Planning**

Designed to give students a basic understanding of personal investment planning. To enable students to develop their own investment portfolio a selected set of topics is covered to help them understand how investors make personal decisions on matters related to the trading of securities, portfolio selection and financing choices.

#### **ELEC-4.05      Small Business Skills**

Introduces students to the range of skills needed to run a small business. Students will be given an understanding of the issues and processes involved in setting up their own small business. Emphasis will be placed on looking at small businesses in the service sector.

#### **ELEC-3.07      Travel Industry Management**

Students will learn how travel wholesalers and retailers operate and be introduced to the areas of advertising, types of holidays, transport and hospitality sectors. Emphasis will be given to gaining the skills required for planning domestic travel itineraries, with appropriate English language.

**ELEC-4.08      Natural Disasters**

Introduces students to major types of natural events that threaten people and property. Students will examine the causes of the natural disaster events, and investigate the effects through case studies. Ways in which people can reduce the impacts of natural disasters will also be explored.

**ELEC-3.09      Leadership**

This paper will provide an interactive environment where students will be encouraged to show and use their spirit, their intelligence, their empathy, their imagination and their enthusiasm, where they are challenged to get out of their comfort zones and successfully deal with the unexpected.

**ELEC-2.10      Popular Culture**

Will examine aspects of popular culture that the students should be able to relate to. The main areas of popular culture looked at are music, film and video games.

**ELEC-5.11      Formal Japanese**

Fosters the ability of students to communicate effectively in formal Japanese. The use of formal Japanese including reading, writing and speaking in such situations as the workplace, live stage functions/ceremonies, and other social settings is emphasised.

**ELEC-4.12      Foreign Language and Culture I**

Designed as an introductory language paper for students with no previous knowledge of the language selected (French, German, or Spanish). An emphasis is placed on oral and aural confidence. The course also provides a basic introduction to the cultural heritage relevant to the language studied.

**ELEC-5.12      Foreign Language and Culture I**

Designed for students with no formal knowledge of the language selected (Japanese, Mandarin). An emphasis is placed on oral and aural competence, developing confidence. The course also provides an introduction to the cultural heritage relevant to the language studied.

**ELEC-5.13      Foreign Language and Culture II**

Designed for students with previous knowledge of the language selected (French, German, Japanese, Mandarin, Spanish). It builds on existing structures and further develops the students' understanding and competencies

**ELEC-5.14      Advanced Spoken English**

The purpose of Advanced Spoken English is to develop students' oral presentation skills. Students will be involved in a variety of listening and speaking activities designed to improve their interpersonal communication skills and professional oral presentation skills at an advanced level.

**ELEC-3.15      Personal English Development**

Aims to help the student develop an independent and autonomous approach to language learning. Students will be encouraged to explore their self-directed learning strategies for developing grammar, listening and reading skills. Students will also be required to complete written assignments in which they discuss current issues/topics of general interest.

**ELEC-5.16 Culture through Literature**

Through a study of stories, poetry and extracts from autobiographies, students are introduced to the meaning of culture in a range of communities in New Zealand, the Pacific Islands, Australia, Japan, China, the USA and Canada.

**ELEC-3.17 Applied Media Studies and Sport**

Provides students with extensive opportunities both to appreciate and use print and broadcast media to develop and improve their English language skills, and also to augment their enjoyment and understanding of sport as presented from a New Zealand perspective. Students critically study the development and presentation of sports news issues and events from a diverse range of media sources.

**ELEC-3.18 Film Studies**

Students study topics such as culture and cross-culture, action, drama, mystery, suspense, youth values, family and romantic relationships through film. Students will learn to be active and critical viewers of film while improving their English language skills.

**ELEC-4.19 Desktop Publishing**

Will teach the fundamental processes of desktop publishing including design and layout skills and the production processes employed in the printing industry.

**ELEC-3.20 New Zealand Studies**

This is an umbrella paper that provides students with an opportunity to learn about an aspect of New Zealand's environment, culture or society in detail. Areas that may be offered include New Zealand Arts and Craft, New Zealand Sports, New Zealand Culture, New Zealand Farming, New Zealand Music, National Parks in New Zealand, and Tourism in New Zealand.

**ELEC-4.24 Internship Project**

Undertaking a project on an internship placement will provide students with a structured opportunity to reflect upon their work environment and to link theoretical and practical issues. The project will involve independent study during and immediately after the period of the internship. Supervision of the project work will be provided on a one to one basis.

**ELEC-5.24 Advanced Internship Project**

This project will provide students with a focused opportunity to reflect upon their work environment and industry, linking theoretical and practical workplace issues. The project will involve independent study during and reflective critique immediately after the period of the internship. Supervision will be provided on a one-to-one basis.

**ELEC-2.25 Reading for TOEIC I**

The purpose of this paper is to improve TOEIC scores, especially in the reading section. The paper will focus on building business-related vocabulary, finding meaning in context (both reading and listening), sentence-level patterns, faster reading strategies and test-taking strategies.

**ELEC-2.26 Reading for TOEIC II**

The purpose of this paper is to continue to improve students' TOEIC scores, especially in the reading section. The paper will focus on using business-related vocabulary, finding meaning in context (both reading and listening), recognizing and correcting errors in sentence-level patterns, faster reading strategies and test-taking strategies.

**ELEC-4.28 Individual Project Paper**

Designed to develop each student's research skills in an area of their personal interest. In consultation with lecturers, they choose their own projects.

**ELEC-5.29 Advanced Academic English I: Essay Writing**

This paper is designed to improve students' written English ability particularly in mastering various rhetorical modes, fluency, creativity, grammatical accuracy and expansion of active vocabulary.

**ELEC-4.30 Advanced Academic English II: Listening Skills**

This paper is designed to improve students' skills in listening to, and note taking from, the spoken English encountered in tertiary-level classrooms, videos and audiotapes.

**ELEC-4.31 Advanced Academic English III: Reading Skills**

The aim of the course is to develop a wide range of reading strategies and encourage independent reading to support students considering taking degree level papers.

**ELEC-5.32 Advanced Academic English IV: Written Report on a Current Issue**

Focuses on the strategies and techniques of report writing through a current interdisciplinary issue. The course will be designed to develop critical thinking, research and independent learning style skills, while improving the English language level of each student in readiness for possible degree level study.

**ELEC-5.33 Advanced Academic English V: Research and the Media**

Aims to develop students' information problem-solving skills, and extend their use of a range of information sources and resources. Students develop specific research strategies that they can apply within the context of degree level studies. In an information literate environment, students engage in active, self-directed learning activities, and teachers facilitate students' learning by directing them beyond their classrooms to resources that will enrich the learning experience and environment.

**ELEC-4.40 Music and Social Change**

This paper explores the role of music in supporting and causing change in society. Music from different cultures has been used to explore this theme e.g. African -American music and Jamaican reggae.

**ELEC-2.42 Text Entry and Formatting**

This paper is designed to assist students to acquire basic typing skills, based on information and text management techniques. Touch-typing will be taught. Word processing techniques will be developed using appropriate software.

**ELEC-3.43 Spoken English I**

Spoken English I develops students' confidence in conversing and in basic oral presentation skills. Students will be involved in a variety of listening and speaking activities designed to improve their basic interpersonal communication skills and oral presentation skills at an introductory level.

**ELEC-4.44 Spoken English II**

Spoken English II will continue to develop students' oral presentation skills. Students will be involved in a variety of listening and speaking activities designed to improve their basic

interpersonal communication skills, and academic oral presentation skills at a high-intermediate level.

#### **ELEC-4.45      Current Events through Media**

This paper is to encourage students to use print and broadcast media daily to help develop knowledge of current events, whilst improving English language skills. The paper will develop students' use of a range of information sources and the ability to interpret and use this information to be better aware and able to discuss topical current events.

#### **ELEC-2.117      New Zealand Environment**

The New Zealand Environment paper looks at the history of the New Zealand environment and its evolution. It will explore the attributes that make up various environments, for example, wild, urban and rural. There is a focus on conservation on both local and national levels.

#### **ELEC-3.118      Business Marketing**

This paper introduces students to the principles of business marketing. The paper explores the concepts of markets, product knowledge and niche marketing. The role of advertising and different types of advertisements and use of media is investigated.

#### **ELEC-2.119      Tourism Industry**

This paper explores the tourism industry within the New Zealand context. It looks at the history of New Zealand tourism and its growth. The paper explores a variety of aspects of tourism in New Zealand including niche tourism, adventure tourism and ecotourism. Specific markets are explored and the needs of each of these markets are defined. Ways that the tourism industry markets its products and destinations are identified. The paper highlights current issues in the tourism industry and the way world events impact on the local tourist situation.

#### **ELEC-3.121      Computer Skills**

Computer Skills aims to develop and enhance students' ability to input and manipulate information and images. The emphasis is on the transmission of information through product and presentation techniques using computers. Using the context of computers, the students will have opportunities to problem solve, research and present information.

#### **ELEC-5.125      Current Japanese Issues**

Current Japanese Issues aims to develop awareness within the students of events and issues of consequence in Japan and Japanese society. Current events and social issues will be explored. It will also explore events and issues that occur globally that have impact on and significance for Japan. Students will be encouraged to develop awareness of and opinions about key social issues.

#### **ELEC-3.126A      Creative Writing**

This paper is a workshop course in writing poetry, short stories and life writing, which also involves looking at the writing of others, both New Zealand and internationally. Students will be exposed to the different elements of writing and guided through readings to show how they are applied. Students will be exposed to the language of constructive criticism and how it relates to their work and the writing of other class members. Students will be given feedback on their drafts and will rework their writing in response to this. There will be a



number of set exercises to expose students to the imaginative and linguistic possibilities of literature.

### **3.10 DIPLOMA OF INTERNATIONAL STUDIES (ADVANCED) (SECTION 2.10)**

The Advanced Diploma is comprised of papers from the Diploma of International Studies (3.8) and the Bachelor of International Studies (3.11)

### **3.11 BACHELOR OF CONTEMPORARY INTERNATIONAL STUDIES (SECTION 2.12)**

Including **DIPLOMA OF JAPANESE STUDIES (Section 2.11)**, and **GRADUATE DIPLOMA OF CONTEMPORARY INTERNATIONAL STUDIES (Section 2.13)**

#### **COMPULSORY PAPERS** (*Required for the Bachelor of Contemporary International Studies*)

##### **30.501 Principles of Economics**

This paper provides students with an introduction to both micro- and macroeconomic theory and policy. It deals with fundamental demand and supply analysis, the behaviour of consumers and producers, the role of firms as profit maximisers, as they determine the level of inputs, costs of production and prices of their products under different market conditions. The paper also examines economic aggregates such as domestic product and national income, the general level of prices and employment, as well as the role of banking and the supply of money in the economy, and international trade issues. A strong interdisciplinary focus is emphasised throughout the paper via case studies that integrate economic thought with environmental conservation, social impact and political awareness issues.

##### **40.501 Introduction to Environmental Sustainability**

This paper introduces many of the basic issues in environmental studies and discusses them with reference to the global environment. Critical thinking and system thinking skills are emphasised. Topics covered include bio-geochemical cycles, ecology, biogeography, biodiversity, biological productivity, energy flow in living systems, agriculture, conservation. Practical exercises are used to illustrate the theory. An interdisciplinary case study is used to examine different perspectives in international environmental studies.

##### **50.501 Introduction to International Relations**

The paper introduces students to some of the main theories for interpreting international relations. Concepts such as sovereignty, the nation state, nationalism, regional and supranational organization, international law, and the nature of governments and non-governmental organization are discussed. Attention is paid to the global balance of power and the conflict between states. Conflict resolution, peace keeping, peace making and peace building are all discussed. Globalism is studied in terms of the political implications of economic multinationalism and the growth of world trade. Attention is directed to poverty, to international green issues, and the heightened concern for women, the family and indigenous peoples.

##### **90.501 Research and Study Skills 1**

This is a practical paper designed to develop skills useful for research and study. It focuses on quantitative methodology, information systems in data collection, storage, analyses, simple statistics and presentation. Students also learn how to use the library for secondary research and how to seek competent technical advice.

##### **90.601 Research and Study Skills 2**

This paper provides further practical training in research techniques and methodologies concentrating on qualitative methodology. This includes approaches to research, critical thinking, research ethics, reviewing the literature, planning a research project and selecting methods of data collection. It also includes keeping records and making notes, sampling, presenting findings and presenting a research report.

### **90.602 Internationalism**

This paper demonstrates to students that many international problems require global and regional co-operation if solutions, even partial ones, are to be found. The paper includes a selection of themes or topics relevant to the Pacific region. The need for contemporary issues to be studied in an interdisciplinary way is demonstrated. Some of the research techniques required in studying internationalism are taught and theories bearing on internationalism are examined in terms of the interdisciplinary approach.

### **90.701A/B Interdisciplinary Project**

This paper provides practical training in how to conduct research. Students learn how to formulate relevant questions, choose appropriate methodologies, collect and analyse data, and organise and present results. They prepare a supervised interdisciplinary research report. They must work relatively independently and integrate diverse aspects of an issue relevant to their paper of study. They present a proposal on their project and four written reports which make up the research project.

## **ELECTIVE PAPERS**

### **10.505 Introduction to Language and Communication**

This paper is the foundation paper for a major in Language Studies with special reference to TESOL. It provides a brief introduction to the study of language, and is aimed to explore a number of language-related matters, including the uniqueness and origin of human language, its structure, acquisition and issues of language and society (matters of linguistic politeness and gender issues, regional and social dialects; multilingualism; language attitudes; the maintenance, shift, loss and spread of languages; and the impact of modern technology).

### **10.510 Introductory Degree Study Skills**

This paper is designed to enable students to study at a degree level more effectively and with greater success. There will be a strong focus on the required vocabulary, comprehension and reading skills needed to study at an entry degree level. It will provide students an awareness of the language skills, study skills and effort needed to succeed at degree level. It will focus on training students to listen to and understand lectures over long stretches of time, read academic texts with degree-level understanding, how to write and give presentations for academic purposes, and how to discuss academic topics.

### **10.511 Intercultural Communication**

This paper examines cultural and linguistic factors influencing communication in a wide range of contexts and looks at situations in which intercultural miscommunication arises. Issues such as non-verbal communication, address systems, greetings, taboos and euphemisms are considered. Personal cultural experiences are drawn on to reinforce theory. Students learn to recognise ethnocentrism and cultural differences, with a view to functioning more effectively within intercultural contexts.

### **10.512 The Contemporary Short Story**

This paper is an introduction to the genre of the short story in English, through the study of works by leading contemporary authors from a variety of cultural backgrounds. By

examining stories from different perspectives, students will gain insights into the writing process, and the effect that culture has on writing.

#### **10.513 Professional Communication**

This paper takes an interdisciplinary approach to the study of the English Language. Students are expected to improve their writing skills through classroom activities and reading/writing tasks in various genres. This practice is directed toward enhancing their overall academic English skills with a focus on business communication skills.

#### **10.514 Communication in the Globalised World**

This paper continues to develop language and conceptual skills, and allows students to expand their receptive and productive repertoire in different language genres within academic, literary, popular and business domains. It aims to equip students with a command of English at graduate level which will allow them to operate in the globalised world. Students compile a portfolio of work around themes of personal interest and according to individual need and learning style preferences.

#### **10.611 The Study of Language**

This paper examines the uniqueness of human language by a comparison with animal communication and artificial (computer) systems. The way languages are learnt is examined. Differences between languages are described through their sounds and sound patterns, word and sentence structures and writing systems.

#### **10.612 Asia-Pacific Cultures through Literary Texts**

Students are introduced to cultures of the Pacific region through literary texts. Attitudes, beliefs, customs and values are explored through stories, poetry and biographical work. The texts show influences from the traditions and values of ancient and colonial cultures.

#### **10.613 Film Studies**

This paper is designed to give students the opportunity to be active and critical viewers of film. This paper explores the history, technology and international phenomenon of the medium of visual story-telling through film. Students are also introduced to hands-on practical and creative film-making techniques using video and camcorder equipment.

#### **10.614 English as an International Language**

Linguistic, historical, cultural and social developments which have led to English becoming the language of international communication in the twentieth century are studied. The emergence and current status of world varieties of English are also examined.

#### **10.615 Creative Writing**

This paper is a workshop course in writing poetry, short stories and life writing, which also involves looking at the writing of others, both New Zealand and internationally. Students will be exposed to the different elements of writing and guided through readings to show how they are applied. Students will analyse the writing techniques used by established writers and other students' writing. They will apply this analysis when giving oral and written critique on other students' work. Students will be given feedback on their drafts and will rework their writing in response to this. There will be a number of set exercises to expose students to the imaginative and linguistic possibilities of literature.

**10.616 Introduction to Language Teaching**

This paper looks at the principles underlying second (and foreign) language learning and explores the ways in which theoretical principles can be applied to practice. Matters related to classroom and task-based teaching are discussed in detail.

**10.617 Introduction to Language Learning**

This paper explores what is involved in learning first and second languages, including the study of bilingualism. The sociocultural aspects of first and second language acquisition, as well as matters of language attitudes are discussed in detail.

**10.711 English as an International Language**

Linguistic, historical, cultural and social developments which have led to English becoming the language of international communication in the twentieth century are studied. The emergence and current status of world varieties of English are also examined.

**10.712 Literature and the Land**

This paper further explores the inter-relatedness of culture and ecology, showing how a total environment is affected by economic and political goals and strategies. Students will examine a selection of literary texts showing how economic, environmental and political decisions have impacted upon the lives of people in four Pacific Rim countries. The views of Twentieth Century writers, who have expressed the response of individuals and communities from different cultures to land use, to laws and to economic necessity, will be compared, contrasted and explored.

**10.713A and 10.713B Introduction to TESOL A/B**

These two papers introduce students to the methodology and techniques appropriate for teaching learners of other languages such as Japanese or English. They also involve a period of supervised teaching practice. Students develop techniques for observing and evaluating teaching and learning, and for the self-assessment of teaching practice. These papers are of two-term duration (30 credits).

**10.714 Teaching Young Learners**

This paper introduces students to the methodology and techniques appropriate for teaching a second language, such as Japanese and English, to young learners (between the ages of five and twelve). It aims at providing students with a theoretical framework and a set of delivery principles for teaching and evaluating young language learners. It involves a period of observing and evaluating teaching and learning, in addition to supervised teaching practice. Students will also develop techniques for self-assessment of their teaching practice.

**10.715 Structure of Modern English for TESOL**

The paper provides a full introduction to English sounds, grammar, and vocabulary and investigates the importance of a knowledge of the structure of English for teaching and learning (pedagogy). This paper is addressed to advanced undergraduate (and graduate) students interested in contemporary English, including those whose primary area of interest is English as a second language, primary or secondary-school English education, English literature, theoretical and applied linguistics, etc.

**20.501 Contemporary Japanese 1: Speaking and Listening**

This paper is the introduction of Japanese language. It aims to develop communicative skills with emphasis on speaking and listening Japanese at an introductory level. The students are required to participate in group and pair activities in class as well as individual language development through the use of self-directed learning materials including CAL.

**20.502 Contemporary Japanese 2: Reading & Writing**

This paper is co-requisite with 20.501 and it aims to acquire the basic Japanese writing skills. The students are required to acquire *Hiragana* and *Katakana* as well as basic *Kanji*. It is essential to participate in all the class activities and to develop strong and independent self-study skills to achieve these fundamental writing skills.

**20.503 Contemporary Japanese 3: Speaking & Listening**

This paper further develops the basic Japanese skills and it aims to develop communicative skills with emphasis on speaking and listening Japanese. The paper is essential for those who want to achieve the level of proficiency which is necessary to prepare for bridging to a pre-intermediate level. The students are required to participate in group and pair activities in class as well as individual language development through the use of self-directed learning materials including CAL.

**20.504 Contemporary Japanese 4: Reading & Writing**

This paper is co-requisite with 20.503 and it aims to consolidate the basic reading and writing skills so far acquired and to develop further language skills. The students in this paper must achieve the mastery of *Hiragana* and *Katakana* reading and writing, and are required to participate in group and pair activities in class. Individual language development through the use of self-directed learning materials including CAL is strongly recommended.

**20.505A-D Japanese Skills 1A-1D**

These four papers integrate interaction with native speakers outside the classroom to help students learn and apply different ways of communication. Students are also exposed to real life language use through authentic materials such as magazines, videos and manga (comic books). Vocabulary, grammatical structures and the writing system are taught through the functional use of everyday Japanese.

**20.506A-D Japanese Advanced 1A-1D**

These four papers are similar in approach to the techniques and methods used in 20.505A-D, but are offered at a higher level.

**20.509A English to Japanese Translation 1**

In this paper students learn the basic skills and attitudes required for commercial Japanese-to-English translation. Commercial translation requires the ability to read and understand Japanese source texts *plus* the ability to communicate well in English. Students will therefore be expected to have a high level of Japanese comprehension and strong English composition skills. No particular background in business or engineering is assumed, but students are expected to gain basic understandings of these areas as they go along.

By the end of the paper student's will have an understanding of basic techniques for approaching Japanese translation, stylistic considerations for common subject matters, tools to aid the professional translator and an awareness of best practices for the professional translator.

### **20.511 Japanese Civilisation 1**

This paper examines the major areas of traditional culture and thought that have contributed to the development of Japanese achievement and influence in the contemporary world. The relevance of studying the various elements of Japan's culture as an essential means of reaching an understanding of modern Japan and its people is particularly emphasised. No prior knowledge of Japanese is required.

### **20.512 Japanese Business 1**

This paper introduces a wide range of information to help the students understand the business behaviour of Japanese company workers. The students in this paper will learn practical aspects of Japanese work culture in a variety of perspectives; practical knowledge and manners required in the workforce in Japan, such as characteristics of work behaviour, linguistic features in and outside the working environment. The content of this paper includes interdisciplinary features in which Japanese business and its position in relation with globalisation will also be discussed.

### **20.513 History of Modern Japan**

This paper identifies the unique characteristics of contemporary Japanese society and how these have developed. The roots of contemporary economic, political and social systems are also studied, as is the influence of neighbouring and Western countries on Japan. Some knowledge of Japanese language is preferable, but not necessary.

### **20.601 Contemporary Japanese 5: Speaking and Listening**

This paper is to introduce the students to pre-intermediate level of Japanese speaking and listening skills. It aims to build up topic-based vocabulary and phrases while learning new syntaxes to acquire various methods of expression. Interactive group and pair activities are encouraged and individual language development through the use of self-directed learning materials including CAL is strongly recommended. The students are required to take initiative to clarify their own individual learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 4.

### **20.602 Contemporary Japanese 6: Reading and Writing**

This paper is to introduce the students to pre-intermediate level of Japanese writing and reading skills. The students in this paper need to learn 150 basic *Kanji* as well as *Kana-majiri* reading and writing. It also aims to learn new syntaxes to acquire various methods of expression. Individual language development through the use of self-directed learning materials including CAL is strongly recommended. The students are required to take initiative to clarify their own individual learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 4.

### **20.603 Contemporary Japanese 7: Speaking and Listening**

This paper further develops the four communicative skills, with emphasis on speaking and listening skills. The students in this paper prepare for bridging to an intermediate level. It aims to build topic-based vocabulary and phrases while learning new syntaxes to learn various methods of expression. Interactive group and pair activities are used and individual language development through the use of self-directed learning materials including CAL is strongly recommended. The students are required to take initiative to clarify their own individual learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 4.

#### **20.604 Contemporary Japanese 8: Reading and Writing**

This paper further develops the four communicative skills, with emphasis on writing and reading skills. The students in this paper prepare for improving to a higher level of Japanese and need to learn 250 basic *Kanji* with *Kana-majiri* reading and writing. The students will also learn new syntaxes to acquire various methods of expression. Individual language development through the use of self-directed learning materials including CAL is strongly recommended. The students are required to take initiative to clarify their own individual learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 4.

#### **20.605A-D Japanese Skills 2A-2D**

These four papers build on work done in Japanese Level I papers, integrating interaction with native speakers outside the classroom to help students learn and apply different ways of communicating. Students are also exposed to real life language use through authentic materials such as magazines, videos and manga (comic books). Vocabulary, grammatical structures and the writing system are taught through the functional use of everyday Japanese.

#### **20.606A-D Japanese Advanced IIA-IID**

These four papers build on work done in Japanese Advanced I papers, using similar techniques and methodology.

#### **20.609A English to Japanese Translation 2**

This paper builds on the basic translation skills acquired in paper 20.509A.

#### **20.611 Japanese Civilisation 2: Language, Literacy and Education**

This paper discusses the contribution of language, literacy and education in the overall development of Japanese civilisation. We will focus on the development of the Japanese writing system, the growth and development of Japanese literary styles and works of art throughout history, and language, education and popular culture in the twentieth century.

#### **20.612 Japanese Business 2**

This paper introduces the present situation of the Japanese economy in the eyes of Japanese business corporations, known as *Kaisha*. The highly integrated workforce of *Kaisha* has demonstrated the ability of engaging their ultimate standards of quality in mass manufacturing which led the country to be one of the largest economies in the world. In this paper, we will examine the overview of *Kaisha* under the current economic situations, and the mechanisms of the long-lasting deflation in Japan as a possible remedy for the stagnant economy, which will be illustrated from various aspects of economic theories. What Japanese business needs to do to overcome its structural problems under the globalisation will also be examined.

#### **20.613 The Political Economy of Japan**

Provides an historical and contemporary understanding of Japanese government and politics, and then discusses evolving Japanese foreign policy and relationships with other countries, especially Pacific Rim and Asian states.

#### **20.701 Contemporary Japanese 9: Speaking and Listening 5**

This paper further develops the four language skills, especially communicative skills. It aims to enable the students to gain confidence in communicating in Japanese in common



situations that people encounter in everyday life. Interactive group and pair activities are used and individual language development through the use of self-directed learning materials including CAL is strongly recommended. Students are required to take initiative to clarify their learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 3.

#### **20.702 Contemporary Japanese 10: Reading and Writing 5**

This paper further develops the four communicative skills, especially writing and reading skills. The students need to learn basic 350 *Kanji* with *Kana-majiri* reading and writing. It aims to enable the students to read and write short paragraphs explaining their ideas and opinions with accurate syntax and gain confidence in communicating skills in common situations that people encounter in everyday life. Individual language development through the use of self-directed learning materials including CAL is strongly recommended. Students are required to take initiative to clarify their learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 3.

#### **20.703 Contemporary Japanese 11: Speaking and Listening 6**

This paper further develops the four communicative skills, especially, formal language for daily life situations, such as sending messages, customer inquiries, and giving a formal talk. The Japanese language is sensitive to situations where social hierarchy exists; therefore, the mode of the language always requires participants to distinguish between formal and casual language forms. A lot of practice of speaking outside the classroom is strongly recommended. The students are required to take initiative to clarify their learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 3.

#### **20.704 Contemporary Japanese 12: Reading and Writing 6**

This paper further develops the four communicative skills, especially, formal language for daily life situations, such as writing messages, customer inquiries and requests. The Japanese writing style is more restricted and rigid in its form than its spoken language and it is also sensitive to the situation where social hierarchy exists, therefore, the mode of the language always requires participants to distinguish between formal and casual forms. The students are required to take initiative to clarify their learning objectives. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 3

#### **20.705A-D Japanese Skills 3A-3D**

These papers are for those who have completed all the prerequisite level-7 papers (20.701, 20.702, 20.703, 20.704) and need further development of language skills. The paper(s)'s aim is to consolidate the language skills so far acquired and to develop their understanding of 'language mode' and 'language use' in the appropriate manner. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 2.

#### **20.706A-D Japanese Advanced IIIA-IIID**

These papers are offered for those who need to improve their Japanese language skills for specific purpose(s) and/or in a focused skill area(s) which need to improve to a further advanced level. The students in this level should aim to achieve JLPT (Japanese Language Proficiency Test) Level 2.

### **20.709A English to Japanese Translation 3**

This paper builds on the skills acquired in paper 20.609A. By the end of the paper, students will:

- be able to produce accurate and attractive English to Japanese translations on a range of general topics
- be able to read specialized texts selected from the areas of business
- be able to undertake comprehensive research on other selected subjects
- be motivated to further their studies on a variety of issues.

### **20.709B Special topic: Japanese to English Translation**

This paper teaches the basic skills and attitudes required for commercial Japanese-to-English translation. Commercial translation requires the ability to read and understand Japanese source texts *plus* the ability to communicate well in English. Students therefore need to have a high level of Japanese comprehension and strong English composition skills. No particular background in business or engineering is assumed, but they are expected to gain basic understandings of these areas as they go along.

By the end of the paper students should be conversant with:

- Basic techniques for approaching Japanese translation
- Stylistic considerations for common subject matters
- Tools to aid the professional translator
- Best practices for the professional translator.

### **20.711 Social Conflict in Modern Japan**

The purpose of this paper is to introduce students to present-day Japanese society from the perspective of social conflict, ie Japan's significant social problems and issues. Typically, these problems or issues are not only found in the five major social institutions of Japan: 1) marriage and the family; 2) education (eg bullying, learning issues); 3) work (eg worker alienation); 4) government (eg bribery); 5) religion (eg deviant cults such as *Aum Shinrikyo*) - but also in such special topic areas as organised crime (yakuza), youth deviance (violence, larceny, teenage prostitution (*enjo kosai*), youth motorcycle gangs (*boso-zoku*), drug abuse, the justice system and correctional facilities, discrimination (minority groups, sexism, ageism) and urban and environmental issues.

### **20.713 Japanese Foreign Policy**

This paper investigates contemporary Japanese foreign policy with a special reference to regional security issues. Based on a diplomatic history review from Meiji Restoration to the Post-Cold War era, this course examines the core values and main practices in Japanese foreign policy making. It emphasises the bilateral relationship between Japan and the United States established upon their security alliance since the 1950s. Following an overview of the Japanese invasion in the Asia-Pacific, this paper also discusses the Japanese pacifist Constitution, the Japan Self-Defence Forces, and its recent diplomatic developments with China, North and South Korea, the European Union, Russia, Australia and New Zealand. With its increasing economic power, Japan has actively participated in various international regimes and contributed to the governance of global issues. This course focuses on Japan's agenda on UN reform and its role in UN peacekeeping to demonstrate Japan's attempt to achieve the status of both an economic and political great power in the world arena.

### **30.502 Statistics**

This paper aims to provide a basic understanding of statistics. In this paper students learn about probability distributions, measures of central tendency, inferential statistics techniques for hypothesis testing and multiple linear regression. The paper focuses on developing the numeracy and quantitative analysis skills that students will be able to use in their coursework and their interdisciplinary projects.

### **30.503 Financial Accounting**

The aim of this paper is to introduce students to the principles and practice of Financial Accounting. Students will acquire an understanding of how the accounting discipline facilitates managerial decision-making, both on a daily and long-term basis. This paper will mainly deal with the concepts underlying the preparation, interpretation, and analysis of accounting financial statements, as well as the market analysis of capital market ratios involving accounting numbers. Introductory concepts behind environmental accounting will also be discussed.

### **30.513 New Zealand Business Law**

This paper introduces students to New Zealand Business Law. It offers an opportunity to interpret and apply various laws governing the structure and conduct of business organisations and financial markets in New Zealand. The paper also covers the topics related to international trade and commercial law, in particular, laws and regulations that govern trade in goods, services, foreign investment, intellectual properties, and transportation.

### **30.514 Business and Sustainability**

This paper introduces key concepts and tools essential for developing sustainable business in the 21<sup>st</sup> century. Motivations for developing sustainable business practices are examined and extent of its sustainability success as part of its contribution to society is measured.

Pertinent case studies focusing on best practices and demonstrating the opportunities for business in environmental and social challenges will be introduced and developed. Many opportunities as well as risks will be identified. The paper will conclude by discussing the contribution of sustainable business to economic growth to provide a broad understanding of its impact to the economy and the broader biophysical and social environment.

### **30.602 Fundamentals of Corporate Finance**

This paper introduces concepts, tools, techniques, and practical applications to learn about corporate finance.

### **30.603 Management Accounting**

This paper covers the role and application of management accounting in organisations. Students will develop an understanding of how management accounting helps in the decision-making process of today's managers, especially in the areas of problem solving, planning and control. This paper is intended to provide adequate coverage of the content required as per academic requirements for professional qualifications of the Chartered Accountants Australia and New Zealand (CA ANZ) and CPA Australia Program.

### **30.611 Asia-Pacific Business Environment**

This paper introduces students to the business environment of the Asia-Pacific region. While the focus is on business and industry, the interdisciplinary topics of politics and

government, the environment, society and culture will also be included for a comprehensive understanding of the Asia-Pacific region.

### **30.615 International Business Internship**

The International Internship is designed to provide students with the opportunity to gain direct experience of International Business in a commercial setting. Students will spend three weeks (12 hours of classes) with the International Business Internship lecturer in class preparing for the internship, then work for 130 hours with an International Business Internship Provider. There will be a further 8 hours of formal classes at the end of the internship. Please note: Entry to this class is limited to 15 students. Selection will be according to grades gained in the prerequisite papers and in English Skills classes.

### **30.616 The Business of the Environment**

This paper presents an integrative and holistic approach to the increasing human use of the world's resources. Topics include the definition and history of the exploitation of global resources, the general economics of resource use and the characteristics, problems and potential associated with the commodification of resources such as forests, food, biodiversity, energy, minerals, water, ocean and the atmosphere. Emphasis is placed on case studies and field trips to illustrate the topics.

### **30.622 Investment Management**

This paper provides knowledge about the basic concepts, theories, and tools used by the professional investment managers. It will help understand why people invest, what various markets for alternative investments are, how to measure the rates of return and risk for alternative investments, and what are various methods for valuation of investments and comparing their performance in the short-and long-run.

### **30.623 Auditing**

This paper covers the nature and purpose of auditing and the regulatory and professional environment in which it operates. It includes the development and practice of audits of a financial report, with insight into the fundamental role of auditors, the influence on audits, and related issues. The practice of auditing is explained in the context of auditing theory, concepts, accounting information systems, and current practice. This paper is intended to provide adequate coverage of the material required for Auditing paper as per academic requirements of the Chartered Accountants Australia and New Zealand (CAANZ).

### **30.624 Product Management**

The objective of this course is to familiarise students with a wide range of activities centred around a product or product line. Key aspects of product strategy, decision making, product development and product management are discussed, as well as the associated responsibilities of the product manager. Students will also learn the theory of product management (PD) by looking at the applications of upstream product management and downstream product management. The delivery of the course will consist of lectures, discussions, video presentations, cases and group projects.

### **30.625 Organisational Behaviour**

This paper introduces students to the basic concepts, ideas and theories current in the study of organisational behaviour. It covers the study of individual behaviours within the organisation, the challenges of leading and influencing others, the problems and opportunities of group behaviour and the context in which behaviour occurs, including

organisational structure and culture. The course is not only concerned with explaining and discussing the concepts but also with the ways in which students might develop in terms of their own effectiveness in working in organisations.

### **30.713                    Managerial Economics**

This paper deals with the economic behaviour of consumers and producers in an internationally open, free market economy. Students will have the opportunity to revisit and reapply the basic skills learnt in their earlier business papers regarding the characteristics of firms; their input, output, product pricing and costing decisions; and the relationships between investment, profit and growth. The primary aim of managerial economics is to give students an appreciation of economic reasoning and analysis in any business activity, as well as to provide students with the techniques and tools to solve complex business problems - both everyday and long-term - and assist in managerial decision making. A case-study methodology is adopted in class studies, underpinned by a strong interdisciplinary approach towards all class discussions and lesson outcomes.

### **30.716                    Small Business and Entrepreneurship**

This paper is designed to introduce students to essential concepts and principles of small business and entrepreneurship. It provides a pathway to post-graduate studies. It aims to offer an understanding of the nature of small business and the applications required in the formation and management of a new firm. This paper introduces students to the concept of entrepreneurship, fundamental theories as the basis of entrepreneurship knowledge and the characteristics of an entrepreneur. In addition, it expands student's knowledge of global entrepreneurship by recognising contemporary international entrepreneurs through the development and management of their business ventures. Students will also be given an opportunity to demonstrate their understanding of the topic through practical experience on a given special entrepreneurship project.

### **30.722                    Financial Markets and Institutions**

This is an advanced level paper examining the importance of the role played by financial markets and financial institutions in an open economy. You will develop a critical appreciation of the role of central banks, financial institutions and financial intermediaries for development of a country's financial system.

### **30.723                    Advanced Financial Accounting**

This paper is concerned with accounting theory and identifying related contemporary issues. It discusses the various definitions of accounting theory and its role in the standard-setting process. Deductive and inductive approaches to accounting research will also be discussed. Agency theory is introduced, which leads to the examination of the main research directions occurring in current accounting research. The paper also covers capital markets research, which investigates the response of security prices to accounting information releases. Selected contemporary accounting issues such as social and environmental accounting and reporting, oil and gas accounting, leases, and issues in international accounting standard harmonisation will be discussed to highlight the challenges facing the accounting profession in today's globalised world.

### **30.724                    Marketing Research and Analysis**

This paper provides students with an introduction to the analytic framework required to understand consumer and business markets. Students will have the opportunity to explore research methods and the dimensions of marketing analysis and apply various tools or

methods used in marketing research. The main emphasis of this paper is to enhance students' skills in conducting marketing research and analysis and to develop students' appreciation of how managers can use marketing information for an organisation's overall strategic planning and decision-making. Knowledge of these topics will help students to implement and evaluate marketing research during their professional career.

### **30.725                    Operations Management**

This paper examines the practical tools and techniques that enable the efficient use of an organisation's resources. Topics include value chain/supply chain management, capacity management, scheduling, decision tools, quality tools and systems, facilities management, product/service development, benchmarking and world class quality performance. The aim of the paper is for students to understand functions of operations management and apply techniques to ensure efficient and effective provision of goods and services.

### **30.732                    Quantitative Methods in Finance**

This paper deals with the mathematical and econometric techniques relevant to modern financial instruments and capital markets. It explores the application of quantitative analysis to the behaviour of financial markets, investment decisions and risk management. The aim is to give students an appreciation of the financial reasoning used in business activity, both domestic and global, as well as provide them with quantitative techniques and tools to solve complex business problems, and assist in financial decision making. The applied focus of this paper will cater to final-year undergraduate business students interested in studying the quantitative methods underpinning contemporary financial decision-making and financial research.

### **30.733                    Taxation**

The paper focuses on taxation and advanced issues in taxation. It starts off with the history of taxation and the New Zealand tax environment and goes on to the more advanced topics of taxation of income from business and employment, application of income tax, and GST rules applicable to New Zealand taxable entities in a range of situations. The paper also includes advanced topics of tax planning, tax avoidance and tax evasion, and contemporary issues around international taxation.

### **30.734                    Entrepreneurial Marketing**

This paper is designed to provide students with the opportunity of understanding the importance of the entrepreneurship concept in marketing. It offers an extensive understanding of the nature of small business management and the applications required in the formation and management of a new firm. Students will undertake a small project for which they will develop a business plan using their own business idea throughout the course and explore various marketing methods "orthodox and unorthodox". In addition, this paper introduces students to the concept of entrepreneurship, fundamental theories regarding the basis of entrepreneurship knowledge and the characteristics of an entrepreneur.

### **30.735                    The Management of Multinational Companies**

This paper is concerned with the management of international business operations with an emphasis on international managerial practices. It puts the practice of international management into context, outlining the environment in which the manager operates. It also takes a comparative approach, contrasting the managerial practices found predominantly in Europe, the USA, Japan and the newly industrialised countries. These practices are reviewed

in order to assess strengths and weaknesses in contributing to a firm's survival, growth and profitability in the international environment.

**30.742 International Financial Management**

This paper provides an understanding of the theory, institutions and environment of international finance, investment and management.

**30.743 Advanced Auditing and Assurance**

This paper will focus on knowledge of taxation rules in relation to New Zealand taxable entities in a range of situations.

**30.744 Consumer Behaviour**

In this paper, students are given an overview of psychological knowledge as it pertains to capturing consumer insight. It includes a consideration of how the brain works, what factors influence consumer choice, and a critical evaluation of psychological assessment tools (including such diverse methods as online surveys, brain imaging, computerised reaction time assessment, and eye-tracking). The following major topics are covered: consumer behaviour, including attitudes, impulsive vs. deliberative purchase, psychographic profiling and assessment, brand loyalty, experiential marketing, self and identity, and product satisfaction.

**30.745 Project Management**

This paper introduces widely used critical path project management methodology and will examine the project management process including scoping and definition, planning and scheduling. It examines the management of stakeholders, teams and teamwork for projects, as well as working within the reality of an organisational context. It also introduces advanced topics such as earned value project control and managing changes to resources and time and develops leadership skills through exposure to real-world projects.

**40.511 Our Human Environment**

The human environment includes interactions between humans, structures that people build, and activities which are part of survival and economic development. This paper introduces students to human environments around the world, stressing the importance of linkages between the human and natural environments.

**40.512 The Physical Environment**

This paper provides an introduction to the physical non-living environment. Topics examined include climate, the hydrological cycle, rocks, soils and landforms.

**40.514 Introductory Environmental Studies II**

This paper introduces more of the basic issues in environmental studies and discusses them with reference to the global environment. It adds to the topics and skills introduced in the prerequisite paper. Critical thinking and system thinking skills are emphasised. Topics covered include sustainability, human population growth, human energy use, pollution, mineral and soil resources, waste and waste disposal, environmental impact and planning. Practical exercises support the written content. Interdisciplinary case studies are used to illustrate different perspectives in international studies.

**40.612/717 Environmental Monitoring and Assessment**

This paper introduces multidisciplinary analysis of biological, physical, and social impacts of both proposed and existing human activities. Approaches, procedures, and methodologies

of environmental impact assessment are compared in different countries and contexts. Public participation in both preparation and reporting is covered. Various case studies are examined in detail with attention to mitigation strategies. Students synthesise course material by undertaking and co-authoring a group environmental impact assessment report.

#### **40.613 Natural Disasters and Emergency Management**

This paper examines the causes of, perception of, and responses to, natural disasters around the world. Types of natural hazards covered include storms, earthquakes, volcanoes, mass movement, floods, tsunami and drought. Case studies are used to illustrate the impacts of disaster, and the various responses by communities and governments to reduce the impact of natural hazards.

#### **40.614/40.712 Biological Conservation**

This paper defines the major issues in conservation biology. The importance of biological diversity is discussed. Threats to biological diversity are explored and methods of valuation of biological diversity are introduced. A variety of “in situ” and “ex situ” conservation management strategies are examined. Conservation techniques of indigenous peoples are also highlighted. Legal protection of species and habitats at local, national and international levels is discussed. Students co-author an endangered species recovery plan.

#### **40.615 Regional Environmental Systems and Management**

This paper presents an integrative approach to environmental problems of local and regional scope. Topics covered include food production, agricultural chemicals, food distribution, border control, pest management, environmental management, and genetically modified organisms. Level 7 students will be expected to show evidence of extra reading throughout, and also complete more challenging assignment and exam work compared to the level 6 students.

#### **40.616 Urban Environmental Systems and Management**

This paper introduces students to a number of the major issues, problems and solutions in urban environments. The paper emphasises the importance of urban areas to modern life and how the city is the centre of economic and creative life. Additionally, urban areas are also central for solutions to environmental issues. Taking an interdisciplinary approach, students will analyse a number of contemporary environmental issues looking at how cities are leading the way in developing sustainable solutions to current challenges.

#### **40.713 Global Environmental Issues**

This paper presents an integrative approach to environmental issues of global scope such as human population growth, the enhanced greenhouse effect, ozone layer depletion and deforestation. The roles of international agencies, governments, business, international environmentalism and non-government organizations in resolving these international environmental problems are explored. The use of international environmental law to address global environmental problems is emphasised. Possibilities for international cooperation in achieving global sustainable management and development are probed. Case studies of selected topics are used to illustrate topical global environmental issues.

#### **40.716 Urban Environmental Issues**

This paper focuses on contemporary urban environmental issues. Problems experienced in cities of both developed and less developed nations are examined, as well as how these problems are currently being addressed. Topics covered include urbanisation, pollution,



waste management, energy consumption, transportation, health issues, urban decay, technological hazards, aesthetic issues, green spaces, preservation of heritage sites and eco-cities. Specific topics will be discussed within the wider context of urban environmental management and planning. Level 7 students will be expected to show evidence of extra reading throughout, and also complete more challenging assignment and exam work compared to the level 6 students.

#### **50.514/50.614 New Zealand – East Asian Relations**

The path of New Zealand's political and economic relations with Asia is charted and an examination made of the way public perceptions have influenced diplomatic relationships. Special attention is paid to the New Zealand - Japan relationship, but this is placed within the overall context of New Zealand's relations with other North East Asian countries, especially China, and with the countries of South East Asia. The impact of influences from the wider Pacific Rim is taken into account; in particular, the implications of the Asia Pacific Economic Cooperation process for New Zealand's relations with the East Asian region.

#### **50.515 Introduction to Political Studies**

This paper gives an outline of basic political concepts and the issues that the study of politics encompasses. The paper emphasises the connection between traditional political concepts and contemporary issues, aiming to increase the ability of students to apply an analytical perspective to current events. Liberal democracy and alternatives to it will be examined along with analyses of power, voting and electoral systems, political parties, interest groups, and political ideologies.

#### **50.611 Human Rights**

This paper examines the various facets of 'democracy'. Students learn of the western predilection for individual rights, and the greater emphasis in certain other areas of the world on obligations to the state. Part of the paper is theoretical, but the main emphasis is on looking at current political trends in different areas of the world, with special emphasis on the politics of the Pacific region. The evolution of democratic forms to suit diverse Asian states and societies is examined and human rights case studies are explored within the context of the various countries described.

#### **50.612 Politics of the Free Market**

This paper treats governments as political economies. The reduction of government intervention and the concomitant increase in market forces as economic determinators at both national and international levels are examined. The politics of international trade and business are illustrated through case studies such as the EU, GATT, the WTO and APEC. The main focus of the paper is the political economy of the Pacific region. Factors behind the region's rapid growth and the tensions and problems that this has generated are explored. New Zealand's economic prospects and its relations with Asia-Pacific are surveyed.

#### **50.615 Southeast Asia**

This paper investigates the politics, economic development, and international relations of the diverse countries making up Southeast Asia. Topics covered include post war liberation, nationalism, communism, self-government, race relations, and security. There is a focus on the mix between democracy and authoritarian trends, and the relationship between government and the free market. Special attention is given to ASEAN regional cooperation.

### **50.711 War and Peace: Security and Stability**

This paper is concerned with issues of war and peace. In particular, it considers the methods used by states to deter warfare and resolve conflicts. The focus is on the post-cold war period, with the threat of global conflict diminished but the increased possibility of ethnic conflict breaking into civil war. Major attention is devoted to the United Nations' record of peacekeeping from the early post-war efforts in the Middle East to Kampuchea, Somalia and Bosnia today. The role of the Security Council and great powers are examined in terms of expanding peacekeeping into peace making. The conduct of low intensity and modern conventional war is also examined, and the problems of how to contain terrorism are addressed. Where possible, case studies from the Pacific region are used as illustration.

### **50.712 Foreign Policy in the Information Age**

In this paper, the principles, issues, practices, mechanisms and constraints behind foreign policy are analysed with special reference to the United States, Japan and New Zealand. The United States is studied as the world's only remaining super power with extensive responsibility for maintaining world stability in areas as diverse as Western Europe, the Middle East and Pacific Asia. The study of foreign policy is extended to New Zealand and Japan, particularly in those areas where their interests converge or intersect with those of the United States. New Zealand is used as a case study to examine the way small states can exercise an influence disproportionate to their size, while a case study of Japan shows a world economic super power whose post-war strength and contemporary character owe much to American security, economic and political policies.

### **50.713 North East Asia**

The main focus of this paper is China, with attention also given to Japan, South Korea, North Korea and the Russian Far East. Although the main emphasis is on evaluating the post-war foreign and domestic policies of various North East Asian states and assessing uncertain political and security factors, the overall viewpoint is of political economies interacting. Comparative government is married with the politics of development and environmental concern, set against the wider Pacific and international scenes. The overall dynamics of North East Asia and the prospects for the future in which automation, population control, bio-agriculture, the information revolution, human rights and ecological conservation all play their part are considered.

### **50.714 Politics of Environmental Sustainability**

This paper aims to challenge students to think about the underlying causes of the current global environmental situation, and how solutions may be found.

The influence of politics, both domestic and international, is considered in terms of contributing to the situation and also provision of a means by which solutions can be found. The influence of other related issues such as unlimited economic growth, population growth, poverty, water and food shortages, and a decline in natural capital is also examined in this paper.

### **70.521 Mandarin 1: Speaking and Listening 1**

This is a beginner level paper that introduces sounds and tones unique to the Chinese language. Interactive group and pair activities are encouraged. The paper is designed to help students to master Chinese pronunciation and develop simple conversation and interpreting skills. The paper also includes an introduction to Chinese culture and heritage, especially greeting and table manners.

**70.522                    Mandarin 2: Reading and Writing 1**

This is a beginner level paper, taking an integrated approach involving reading, writing, translation skills, and simple grammatical structure. Students will learn basic vocabulary about family, nationalities, occupations, and how to express gratitude and regret etc. Students will also learn compound Chinese characters originating from basic characters. The paper also introduces aspects of Chinese culture and heritage, especially family and sports.

**70.523                    Mandarin 3: Speaking and Listening 2**

This paper is for students who have successfully completed 70.521 or those who can demonstrate the equivalent level of proficiency. The course is designed to strengthen and continue to develop students' existing knowledge of Chinese to an intermediate level by covering the requirements of listening proficiency at HSK Level 2. There is also emphasis on development of interpreting skills and communicative skills needed in everyday contexts. The paper provides further introduction of Chinese culture and heritage, especially shopping and visiting.

**70.524                    Mandarin 4: Reading and Writing 2**

This paper is for students who have successfully completed 70.522 or those who can demonstrate the equivalent level of proficiency. The course is designed to strengthen and continue to develop students' existing knowledge of Chinese to an intermediate level by covering the requirements of reading proficiency at HSK Level 2. There is also emphasis on translating and writing skills. The paper experiments with a larger number of Chinese sentence structures, characters, and will further explore Chinese culture, especially young people's lifestyle.

**70.611                    Chinese 3 (Mandarin)**

This is a pre-intermediate level paper, which takes an integrated approach involving all four skills of reading, writing, listening and speaking. The paper also provides some cultural heritage of the Chinese people, for example the cultural climate of China, the Chinese life style and the history of the Chinese language.

**80.501                    Introduction to Tourism**

This paper presents an introduction to the tourism industry. It introduces students to the tourism product and allows students to consider the inter-relationships within and outside the tourism industry. Tourism planning and the impacts of tourism are outlined. Possibilities for the future of tourism are discussed. Fieldtrips are an integral part of the course.

**80.502                    Introduction to Ecotourism**

This paper presents an introduction to the theory and development of the ecotourism industry. A framework is given which identifies the main stakeholders in ecotourism: tourists, suppliers, communities, natural environments and regulatory settings. The relationships among these stakeholders and how they influence each other is addressed by using a variety of learning tools to develop a specific understanding of the industry at both a local and international level.

**80.601                    Ecotourism and Protected Natural Areas**

Students learn about specific linkages between sustainable development and protected natural areas. The concepts of sustainable development are further analysed through their application to ecotourism in New Zealand as well as in other countries. Institutional and

legal approaches to linkages are presented using a variety of tools to identify and assess the environmental effects of tourism upon protected natural areas. Governmental policies and programmes relating to the management of protected areas are discussed with reference to political, legal and administrative mechanisms, monitoring and enforcement difficulties. A one-day field trip is an integral part of the paper.

#### **80.602 Ecotourism and Culture: Empowering Communities**

Students are provided with a solid understanding of the complex relationships between culture and ecotourism. Using relevant theoretical frameworks, they critically evaluate ecotourism development as a potential tool for community empowerment. Students are taught to differentiate between 'Western' and 'Other' ways of experiencing environments; the knowledge needed to survive and thrive within them; and what this means for ecotourism planning, policy, marketing and management. The term 'empowerment' is theoretically and pragmatically linked to ecotourism and explored through its economic, cultural, and environmental implications for the holistic well being of local communities. Students will also build on existing knowledge from 80.502 with respect to planning, policy, marketing and management to acquire specialised knowledge about more culturally appropriate and, consequently, locally empowering forms of tourism.

#### **80.603 Ecotourism Internship**

Designed to provide students with practical vocational experience working in the ecotourism industry, this paper provides students with the opportunity to gain direct experience of ecotourism in a business setting. They will be encouraged to critically analyse how businesses approach ecotourism and to bring this knowledge back into the classroom to further enrich their knowledge of the subject.

#### **80.701 Ecotourism Planning**

This paper presents the principles, philosophies, policies and practices specific to ecotourism business planning through the discussion of international and local case studies. Students are encouraged to think critically about the fine balance between profitability and sustainability. They will also be required to apply other business concepts such as management, marketing, administration, and product development to real business contexts. Students are encouraged to draw on previous lectures and readings in other papers they have taken in the BCIS to produce interdisciplinary responses to management issues raised in this paper.

#### **80.702 Ecotourism Interpretation**

This paper emphasises the pivotal role natural history and cultural heritage interpretation hold in ecotourism business planning and management. Students will appreciate the fragile value of ecosystem relationships, native flora and fauna for ecotourism as well as the effects of human habitation on landscapes, communities and species. This is a highly practical paper in which students are required to produce products and services of immediate use and benefit to local communities in the form of information boards and signage, guided interpretation transcripts, visitor and information centre planning, website design, brochures and other media.

#### **80.703 Future Directions for Ecotourism**

This capstone for the ecotourism major discusses current trends and explores future implications for the ecotourism industry in New Zealand and internationally. Students are required to draw on their studies to date in order to address complex and critical questions

relating to the future of ecotourism as a sector of mainstream tourism. They are required to make predictions based on research regarding the future relationships between ecotourism and other forms of tourism, the role of indigenous communities and technology, and increased global communication.

#### **90.512 Career Design and Employability Development**

The purpose of Career Design and Employability Development is to provide students with the knowledge, skills and mindset to apply the interdisciplinary perspectives required for creating his or her life-long career pathway. Students will explore aspects of an entrepreneur's personality, motivation, and aptitude to deepen their insights of their own self-identity, strength, values, and vision to develop their career potential.

This class employs student-centred, project-oriented, and creative teaching approaches. The aim is to instil in students a sense of curiosity and excitement about learning, to increase students' awareness and enhance their career development skills in a specialist area of study. Student-centred learning facilitated through storytelling, group discussion, peer coaching, and individual tutorials provide students with self-understanding, particularly regarding vocational selection, people skills training, and life-long learning.

#### **90.604 Marketing Management**

This paper provides an overview study of marketing as an important area of business and encourages students to think critically of the marketing techniques across cultures. The overall design of the paper is intended to highlight the vitality of the modern marketing environment and to show how organisations address the needs of its local and global customers. A strong emphasis is placed on practical illustrations of marketing theories and concepts, and on the intercultural aspects of marketing necessary for building relationships with customers in different countries.

#### **90.605 Organisation Management and Culture**

This paper provides an introduction to the essential aspects of managing business operations and the fundamental skills and roles played by managers in different cultural environments. It aims to provide an understanding of the basic management functions of planning, organising, controlling and leading and their applications across different countries. It gives both a historical perspective to the development of managerial thought and an understanding of the cultural environment in which the manager operates.

#### **90.606 International Business**

This paper deals with the impacts of cross-cultural influences, international political systems, legal restrictions, and trade barriers on international business. In addition, students will study the continual change in the international business landscape, and how innovative strategies are being used by multi-national corporations.

#### **90.607 Leadership for Team Development**

The purpose of Leadership for Team Development is to provide students with the knowledge, skills and interdisciplinary perspectives in group psychology and management required for creating an effective team and/ or workplace community.

Students will explore aspects of team leaders' and members' traits, motivation, and aptitude to develop their leadership capability for creating effective teams.

Students' insights arise from small group discussion, open dialogues, observation of groups and project-based experience. These provide students with self-understanding (as a team leader and a member), people skills training, and confidence in dealing with issues in the process of team development.

**90.611A/B      Special Topic 1**

A special topic at level 6 not otherwise provided in the BCIS. The paper is offered in areas where we have staff expertise. Specific offerings must be approved by a Head of School and the Academic Board.

**90.711              Special Topic 2**

A special topic at level 6 not otherwise provided in the BCIS. This paper is offered in areas where we have staff expertise. Specific offerings must be approved by a Head of School and the Academic Board.

### **3.12 POSTGRADUATE DIPLOMA OF CONTEMPORARY INTERNATIONAL STUDIES (SECTION 2.14)**

#### **COMPULSORY PAPERS**

##### **95.806 Resource Management**

This paper further explores the inter-relatedness of culture, commerce, politics and science in understanding and managing the environment. Students examine a selection of case studies showing how economic, environmental, cultural and political viewpoints are important in sustainability decision-making and management. The New Zealand case material includes an introduction to Resource Management Act and importance of the Treaty of Waitangi.

This “keystone” paper seeks to provide an interdisciplinary understanding of sustainability to integrate the other papers in the programme of study. The class follows a seminar design where students will be expected to produce critical analysis of classical and contemporary research and policy papers. Students make presentations, and progress to the production of logically argued reviews and reports with practical recommendations.

##### **95.807 Postgraduate Research methods**

This paper provides practical training in research methods in preparation for Master level research. For students in the Postgraduate Diploma programme, the key outcome will be acquisition of research skills, while for students planning to continue into the Year Two, the key outcome of this paper is preparation of a research proposal for a research paper or research thesis.

#### **ELECTIVE PAPERS**

##### **95.801 People, the Planet and Sustainability**

This paper examines the influence of culture and development on people’s perceptions and uses of the environment. It includes historical and socio-economic aspects of land use, as well as culture, development, industrialization, population growth, migration, and religion. Gender related issues, education and ethics are also examined in the context of people’s use of the environment.

##### **95.802 Entrepreneurship and Innovation**

The paper emphasis is on interdisciplinary learning through understanding of entrepreneurial and management theories and approaches, so that students learn to apply the new entrepreneurial approaches in organisational and policy-making spheres.

##### **95.803 Business, the Environment and Corporate Responsibility**

This paper aims to increase student knowledge and understanding of the business environmental and responsibility challenges. The paper has a modular structure that gives students a broad understanding of relationships between business and society, recognizing that there are multiple perspectives required in analysing the environmental and social responsibility issues. Through lectures and seminars, students develop understanding of different perspectives within which management decisions are made. The students are encouraged to present original ideas and excel in developing new business models.

#### **95.804 Science, the Environment and Policy Making**

The paper examines the use of science as an aid for increasing a student understanding, of the natural environment. Environment issues which are the focus of business sustainability debates are explored, with emphasis placed on critical appraisal of evidence and arguments presented. Topic include climate change, biodiversity, and the business case for using new technologies, with overall emphasis upon training students in critical thought and analysis of issues that have significant policy implications in real world.

#### **95.805 Politics and Development**

Politics and Development brings together a range of classical and post-modern political development theories to help examine and analyse the complex relationships between civil society, industry, business, economic, and political processes in bringing about "progress".

To facilitate this understanding, students work through a series of interactive tasks - including discussing and debating contemporary case studies, presenting written research, and making regular oral presentations. Students must demonstrate sound critical analysis: the ability to frame precise arguments, identify the relevant actors and issues, design relevant research questions, gather appropriate literature and data, evaluate the information, discuss implications and challenges, and concisely summarize findings in a meaningful and articulate manner. These skills are necessary for anyone seeking a career in senior management positions, leadership and decision-making roles, or policy development and analysis for government and non-government sectors.

#### **95.808 Sustainability and Management Accounting**

This paper covers basic concepts, tools and analytical techniques, focusing on the analysis of the costs, financial and non-financial data that managers use in the decision-making evaluation of projects and performance management and control. The paper emphasizes learning business terminology, methods, and tools that can be applied in real life business. While computational competency is essential, this paper leans more on the application of techniques, analysing results obtained and making recommendations that go beyond the cost and benefit from financial perspectives.

A typical class combines a lecture, tutorial and discussion on an exciting topic. Problem solving forms a very important and integral part of this paper. Students are regularly given tasks to do in the class as well as take home assignments and quizzes at the end of sessions to reinforce learning. Some topics are assessed based on group performance, where a group of students take the role of managers and provide solution to the real life sustainability issues and their relationship to costing, pricing and performance management issues in the global industries.

#### **95.809 International Human Resource Management**

The field of International Human Resource Management (IHRM) broadly covers all issues related to the management of people in an international context. The complexity of operating in different countries and employing different national categories of workers is a key variable that differentiates domestic and IHRM. This paper aims to explore the problems in designing and administrating programs for more than one national group of employees using an interdisciplinary approach.



### **95.810 Leadership, Communication, and Change Management**

This paper examines the role of leadership in change management, and how communication channels influence the interactions of leadership, and management of the change. The paper uses lectures, tutorials, extended readings, role-playing, presentation, and discussion sessions with industry representative, fieldtrips, and international research. As a student you will gain the vital professional and transferable skills of leadership, oral and written communication, public speaking, negotiation skills, cultural sensitivity, working in a team and project management.

### **95.891 Special Topic 1**

The Special Topics Paper can take any one of three options:

1. A paper presented at IPU New Zealand by an academic staff member or visiting scholar.
2. A reading and tutorial paper developed by a member of the academic staff to meet a particular interest of a student(s).
3. A postgraduate paper in a relevant topic undertaken in another reputable institution. The paper must be approved in advance by the Head of School.

### **95.891 Special Topic 1: Contemporary Issues in Marketing**

This paper aims to develop a critical understanding of the marketing functions in modern organizations. This paper aims to enable students to develop a broader understanding of contemporary issues such as: globalisation, its advantages and disadvantages to different types of organizations, producers and customer groups; relevance of the conventional marketing theory and techniques to the marketing management of smaller enterprises; impact of globalisation, the use of internet for information and transactional purposes, developments in transport and an increase in human mobility around the world and their impacts on discerning customers and different business models. The paper also provides to students, the potential for a deeper understanding of the concept of Green Marketing as a pro-active policy.

### **95.891A Special Topic 1: Multinational Business Management**

This paper extends the fundamental business management concepts to the international business context, and specifically, what are major considerations given by the managers of multinational companies in developing international and global strategies. It takes a comparative approach, contrasting the managerial practices of multinationals from developed, developing and emerging economies. These practices are reviewed in order to assess strengths and weaknesses in contributing to businesses' growth and sustainable development in the global business environment. In addition, students will examine how cultural differences affect strategies and operations. This course will include analysis of macroeconomic data to assess suitability of foreign markets for expansion or otherwise.

### **95.892 Special Topic 2: Strategic Management and Corporate Social Responsibility**

This paper embeds corporate social responsibility within a business's strategic planning process, so that a business develops a competitive advantage not only from economic perspective but also from the social perspective. This paper explores the key strategic social responsibility issues and challenges that have impact upon the world of business and are of major concern to governments, civil societies and other interested parties. It is a highly structured paper and combines lectures with case studies, readings, discussion and sessions.

### **3.13 MASTER OF CONTEMPORARY INTERNATIONAL STUDIES (SECTION 2.15)**

#### **See 3.12 for Year One papers**

#### **95.992 Executive Project (60 credits)**

The Executive Project is a client based research project in which the student undertakes an investigation into a topic, approved by the Institute, which is of relevance to international interdisciplinary studies. The investigation will be carried out on behalf of a client enterprise (a government department, business, institution, or NGO). The student will also investigate the implications of the findings of the issue studied in a wider context than that of the client enterprise. These implications may be of a theoretical nature, or may encompass the wider policy/practical implications of the issue.

IPU New Zealand staff will supervise the student. A co-supervisor may be appointed within the client enterprise. To be acceptable, the project must apply the knowledge and skills that the student has acquired during the programme to a topic of relevance to international interdisciplinary studies. The format of the report will meet Institute criteria, but will be focused on meeting the needs of the client.

#### **95.993 Executive Thesis (90 Credits)**

The executive strategic project is a client-based research project whereby the student undertakes an investigation into a topic, approved by the Institute, which is of relevance to international interdisciplinary studies. The investigation will be carried out on behalf of a client enterprise (a government department, business, institution, or NGO). The student will also investigate the implications of the findings of the issue studied in a wider context than that of the client enterprise. These implications may be of a theoretical nature, or may encompass the wider policy/practical implications of the issue.

#### **95.994 Research Project (60 credits)**

The research paper is a piece of original research on a topic agreed to between the student and the Institute. The topic must be interdisciplinary and must apply the knowledge and skills that the student has acquired during the programme and may involve specialist knowledge acquired in the student's initial degree. The topic must be of broad relevance to international interdisciplinary studies. This paper aims to provide a student with a short period of research experience comparative to the thesis of 90 credits, on a topic of interest chosen after consultation with the coordinator and other staff in the Master of Contemporary International Studies programme. The workload is less than required of a 90 credits thesis, and the actual workload will vary at different stages of the research process.

#### **95.995 Research Thesis (90 Credits)**

The thesis is a piece of original research on a topic approved by the Institute. The topic should be interdisciplinary and apply the knowledge and skills you have acquired during the programme, and may involve specialist knowledge acquired in your initial degree. Thesis research emphasises both global and local issues, as well as the wider context of international interdisciplinary studies. It involves the collection of original data, or the testing of original hypotheses within the context of critical analysis of primary literature sources.

Off-campus research may on occasion be conducted, but only with the approval of the Institute. You are required to defend the results of your research at an on-campus oral

examination upon completion of the work. You may also be asked to present your research by way of seminar to the larger Institute community.

## 3.14 DEFINITION OF TERMS

### 3.14.1 Terminology

A number of terms are used to describe aspects of IPU New Zealand's academic programme. Most of these terms are in common tertiary usage. Teaching is done in English except Japanese language papers and other papers in second languages other than English. Selected content papers may also be taught in a language other than English. These papers will develop competency in the discipline and the other language.

- **Co-requisite**  
A co-requisite is a paper that is required to be taken concurrently with another paper.
- **Matriculation**  
Matriculation is formal approval for entry to a new programme of study based upon demonstrated satisfaction of all entry requirements.
- **Paper**  
A paper refers to a unit of study with a specific focus and a set number of class contact hours per week for a term. The titles of papers taken by a student provide the basis for the academic record of a student's progress and could encompass several unit standards.
- **Pre-requisite**  
A prerequisite is a paper that must have been taken and passed before enrolment is permitted in a related paper.
- **Programme**  
A complete set of papers comprising an individual's course of study, or all papers available for study in a given area.
- **Semester**  
The academic year is divided into two semesters, each of 15 weeks, excluding a mid-semester break week. The first semester of the academic year normally commences in April. The second semester normally commences in August. The Summer Term normally runs from January through March. It is possible for students to enter the programmes in any term.  
  
The academic year for Level 4 and below programmes is divided into 5 blocks, each of 8 weeks, beginning April, June, August, October and January.

## Part 4

## ACADEMIC REGULATIONS

### 4.1 IMPLEMENTATION

Changes to these Academic Regulations may be made from time to time under the authority of the Board of Trustees. A current copy of operative regulations is available on request from the Academic Registry.

The Institute may from time to time make policies and put into place procedures, including the setting of fees, to give effect to these Regulations.

### 4.2 ADMISSION TO THE INSTITUTE

IPU New Zealand grants admission to students who have met the minimum entry requirements for their programme and who:

- want to understand, contribute to and succeed in a rapidly changing society
- demonstrate cultural self-awareness and are willing to share their understanding and learn from others.

#### 4.2.1 Academic Requirements for Admission to the Institute

##### **Internationals from Overseas Secondary Schools**

An applicant must have completed a minimum of twelve years of primary and secondary education, or demonstrate academic ability equal to that of a high school graduate, and complete any introductory studies specified for the undergraduate academic programme in which he or she proposes to enrol. For papers taught in English, a specified level of English proficiency must be attained.

*(See 4.2.4 Tables 1.1 & 1.2)*

The minimum academic standard for entry into the postgraduate programme is generally a degree or equivalent qualification from a recognised institution.

A recognised institution is a New Zealand University, Polytechnic, or New Zealand Qualifications Authority accredited institution or an institution in another country, which, in the opinion of the Academic Board, has equivalent status to a university. If a potential student presents a qualification that the Institute does not have experience of, the NZQA Qualifications Evaluation Service certification process will be utilised.

An applicant's prior academic record will be reviewed by the Institute. Non-native speakers of English may be required to sit a supplementary entrance examination. Final approval for admission to the Institute is made prior to the beginning of each term.

##### **Applicants from New Zealand Secondary Schools**

Domestic students must meet the specific entry criteria of their chosen programme.

#### **4.2.2 Academic Requirements for Transfer to the Institute**

A person who is undertaking studies at, or has graduated from, a recognised tertiary institution may apply to the Academic Registry to transfer to the Institute.

#### **4.2.3 Application Procedures for New Zealand Residents**

Permanent Residents follow the application procedures for New Zealand students.

A prospective student of foreign nationality who is in New Zealand but does not have Permanent Resident status must apply under the regulations for International students.

#### **4.2.4 Application Procedures for Non-Residents of New Zealand**

A prospective student for undergraduate admission from outside New Zealand must submit an Application Form and an official academic record (in English) of his or her most recent, or highest, academic qualifications, together with any other required documents to the Academic Registry and pay any prescribed application fee by the closing date. An applicant will be assessed by the documents submitted and also by an interview.

The review of an application from a prospective student from outside New Zealand takes into account his or her past academic record and the results of an Entrance Examination including an interview. A student from another country will need to provide full details of his or her qualifications and/or school academic records including results in national or regional examinations where relevant.

Where the Heads of Schools consider that the student's current qualifications and experience do not provide him/her with adequate background in some aspects of the programme, IPU New Zealand may require the student to undertake further study prior to entering the programme.

##### **4.2.4.1 Student Visa**

After admission, a prospective student who is not a Citizen or Permanent Resident of New Zealand must apply through the New Zealand Embassy or High Commission in his or her home country for a student visa. An application for a student visa must be accompanied by the formal IPU New Zealand letter of admission as evidence of student status. A current student visa must be maintained for the duration of a student's programme of study at the Institute.

New Zealand Immigration requires attendance of 100% to ensure student visa status. Students without a current student visa are not permitted to attend classes until they have received their student visa.

A student visa issued for study in New Zealand is only valid for study at IPU New Zealand. Students who withdraw from the Institute are not permitted to attend or study at other academic institutions in New Zealand under their existing student visa.

#### **4.2.4.2 Institute Support for Student Visa applications**

At times Immigration New Zealand will request a letter of support from the Institute before granting the student a new visa. In the case where the IPU New Zealand Head of School agrees to provide a support letter to the student, the student is expected to attend regularly and perform to a high standard in subsequent Semesters. If the student does not meet expected attendance levels or show sufficient academic improvement, the Institute will not provide any further support for later visa applications.

#### **4.2.4.3 Requirement to pass at least half of enrolled papers**

IPU New Zealand requires current International students to attain passing grades in at least half of enrolled papers for the period of the student visa. Students who breach this condition will not be issued with a new Offer of Place as they will be deemed as not showing sufficient progression in their studies.

#### **4.2.4.4 English Language Requirements**

Where the applicant's first language is not English, those who have completed a tertiary qualification of at least one years' duration at Level 7 or higher, with English as the language of instruction in New Zealand, Australia, Canada, The Republic of Ireland, South Africa, the United Kingdom or the United States of America are eligible at all levels. The qualification must have been achieved within the two-year period prior to the application.

Where the applicant has completed a tertiary qualification of at least one year's duration at Level 7 or higher, with English as the language of instruction at a tertiary institution **from** one of the above countries, English proficiency will be considered at the discretion of the Head of School. The qualification must have been achieved within the two-year period prior to the application.

In all other cases, applicants seeking direct entry into a programme must produce evidence of the minimum English language entry requirements described in Table 1.1. Official English language test scores must have been achieved within the two-year period prior to the start date of the proposed programme.

**Table 1.1 English Language Requirements\***

NZQF Level	Programme	NZCEL	IELTS (Academic)	PToE (Academic)	ToEFL (pbT)	TOEFL (iBT)
9	Master of Contemporary International Studies	Level 5 (Academic)	6.5 with no band score lower than 6.0	58 with no band score lower than 50	590 (with an essay score of 5.5 TWE)	79 (writing score of 21)
8	Postgraduate Diploma in International Studies					
7	Graduate Diploma in International Studies	Level 4 (Academic)	6.0 with no band score lower than 5.5	50 with no band score lower than 42	550 (with an essay score of 5 TWE)	60 (writing score of 18)
7	Bachelor of Contemporary International Studies					
5	Diploma of Japanese Studies					
5	English Language Studies (Level 5)					
5	Tourism and Travel Studies (Level 5)	Level 4 (Academic)	5.5 with no band score lower than 5.0	42 with no band score lower than 36	550 (with an essay score of 5.0 TWE)	46 (writing score of 14)
5	Business Studies (Level 5) (Project Management)					
4	Business Studies (Small Business) (Level 4)	Level 3	5.5 with no band score lower than 5.0	42 with no band score lower than 36	530 (with an essay score of 4.5 TWE)	46 (writing score of 14)
4	English Language Studies	Level 4	Level 3	5.5 with no band score lower than 5.0		530 (with an essay score of 4.5 TWE)
3		Level 3	Level 2	4.5 with no band score lower than 4.0		
2		Level 2	Level 1	3.5 with no band lower than 3.0		
1		Level 1		2.5 with no band lower than 2.0		

- Official English language test scores must have been achieved within the two-year period prior to the start date of the proposed programme.
- Other tests listed on the NZQA Table of Internationally Recognised English Proficiency Outcomes for International Students may also be accepted
- IELTS scores used must be taken from a single IELTS Test Report Form (i.e. combining scores from more than one test is not permissible).
- TOEFL pBT only where the test was carried out prior to October 2017

For entry to degree level studies, the following will also be accepted:

**Malaysian SPM/SPTM:** C Grade in SPM English 1119 or in SPTM English

**Australian Secondary School:** ATAR rank of 74 or above; or OP rank of 12 or below



### **4.3 ADMISSION TO PROGRAMMES**

#### **4.3.1 Bachelor of Contemporary International Studies**

*a) University Entrance:*

- NCEA Level 3
- a minimum of 14 credits at Level 3 in each of three subjects from the approved subject list
- a minimum of 10 numeracy credits at Level 1 or higher made up of specified achievement standards or package of three unit standards
- a minimum of 10 literacy credits at Level 2 or higher; 5 credits must be in Reading and 5 credits must be in Writing. **Or**

*b) Over 20*

New Zealand or Australian citizens and permanent residents who turn 20 before the start date of their programme are eligible to apply for admission regardless of the above criteria. However, an interview with the appropriate Head of School is recommended prior to enrolment.

*c) Discretionary Entrance*

A prospective student under the age of 20, who is not attempting to gain university entrance via NCEA, may apply for Discretionary Entrance, which is based on NCEA Level 2 (or higher). The applicant must have a minimum of 14 credits in each of four Level 2 approved subjects, and must also meet the literacy and numeracy requirements for university entrance. A NZ Permanent Resident, or international student studying at High School in New Zealand, who does not have UE or meet the literacy requirements for university entrance must also provide evidence of International Student English entry requirement (eg IELTS 6.0 or equivalent).

#### **4.3.2 Graduate Diploma of Contemporary International Studies**

The IPU GDCIS accepts candidates who have already obtained a Bachelor's degree, with a grade average of higher than 50%, and who have a minimum English level of 6.0 IELTS. The 50% pass rate requirement may be waived at the discretion of the Head of School.

To be awarded the GDCIS, students are required to pass 8 papers, 3 being at Level 6 and 5 being at Level 7, chosen from a prescribed list of papers. Due to the interdisciplinary nature of the GDCIS, students may not always have prior knowledge in the area of each paper offered.

Notwithstanding this lack of prior knowledge, students are deemed to be able to function successfully in all prescribed papers, due to the essay writing and research skills that they are expected to have acquired from their Bachelor's degree.

#### **4.3.3 Postgraduate**

Those applying for admission to the postgraduate programme can expect to be considered for entry if they can provide evidence of a prior degree with a grade average of higher than 50% and an IELTS score of 6.5 with no band less than 6.0.

A mature student who does not meet the above academic qualification may gain entry to the postgraduate programme on approval of the Academic Board, if the Board considers that the student's experience and qualifications have adequately prepared him/her to succeed in the programme.

Upon successful completion of the Postgraduate Diploma, students may apply for entry to the second year of the Masters. Applicants with a grade average of B or higher in the first year, and a minimum grade of B- for 95.807 Postgraduate Research Methods will be considered for entry to the second year.

#### **4.4 ENROLMENT**

##### **4.4.1 Initial Enrolment**

Following acceptance of admission to the Institute, the student meets an advisor, usually a Head of School. After this personal meeting, the student submits an Enrolment Form setting out his or her intended programme of study for the first term, to the Academic Registry by Friday the week before the start of the semester in which the student is enrolling. This programme of study, and all subsequent amendments and changes, must be approved by the Head of School or the Head of School's representative. Enrolment for a subsequent term takes place early in the preceding term.

*APPENDIX 05: Enrolment Form*

##### **4.4.2 Limitations in Enrolment**

Limitations on the number of papers in which a full-time student may enrol are at the recommendation of the Heads of School. Adjustments for part-time students will be on a case-by-case basis as approved by the Head of School.

Enrolment for each term is based on an individual interview with the Head of School or their representative. Additional papers may be identified in case a student's first preferences cannot be met. Enrolment Forms are then submitted to the Academic Registry.

A Head of School must formally approve a student's final programme of study. A student may enrol in one academic programme only but may, on the recommendation of the Heads of Schools and with the approval of the Academic Registry, enrol in papers from another academic programme and receive credit as specified under the regulation on Award and Transfer of Credit.

##### **4.4.3 Changes to Enrolment**

###### **4.4.3.1 Variation of Enrolment**

Papers chosen by a student at enrolment are considered to be final: changes and/or additions will be permitted but they must be approved by the Head of School or the Head of School's representative and lodged with the Academic Registry by the end of the first week of the Term.

###### **4.4.3.2 Withdrawal from Papers**

To withdraw from a paper a student must complete an Enrolment Change Form.

If an active student withdraws from a paper by the end of the second week of a term, the withdrawn paper will not be shown on the student's Official Transcript nor will the withdrawn paper be counted as part of the allotted eight papers for that academic year. There will be no charge for this withdrawn paper.

If an active student withdraws from a paper between the beginning of the third week and the end of sixth week of a semester, or during the third week of an eight-week term, the withdrawn paper will be shown on the student's Official Transcript. This withdrawn paper will be counted as part of the eight papers allotted for that academic year. Therefore, the student will be charged for this paper. However, there will be no academic penalty (W).

Students who withdraw between the beginning of the seventh week and the end of the twelfth week of a semester, or between the beginning of week four and the end of week six of an eight-week term will receive a fail grade F(W) on their Official Transcript. Students will be charged for this paper.

After this time, students cannot withdraw, and will receive the grade earned based on the work submitted.

**Table 2.1. Withdrawal from papers time limits**

**15-16 Week Semester**

	<b>Paper withdrawal allowed</b>	<b>Paper addition allowed</b>	<b>Shown on Official Transcript</b>	<b>Withdrawn paper charged</b>
Week 1	Yes	Yes	No	No
Week 2	Yes	No	No	No
Week 3 – 6	Yes	No	(W)	Yes
Week 7 – Week 12	Yes	No	(F(W))	Yes
Week 13 – Semester end	No	No	Yes	Yes

**8 Week Term**

	<b>Paper withdrawal allowed</b>	<b>Paper addition allowed</b>	<b>Shown on Official Transcript</b>	<b>Withdrawn paper charged</b>
Week 1	Yes	Yes	No	No
Week 2	Yes	No	No	No
Week 3	Yes	No	(W)	Yes
Week 4 – Week 6	Yes	No	(F(W))	Yes
Week 7 – Term end	No	No	Yes	Yes

**APPENDIX 06: Change Form**

**4.4.3.3 Continued Failure of a Paper**

A student who has failed the same paper three times will not be allowed to enrol in that paper for the fourth time.

As a consequence, if this failed paper is a compulsory paper, the students will have to change their programme of study or be unable to complete their qualification.

Any exceptions to the above regulation are at the discretion of the Head of School and will also depend on the approval of the Academic Board.

#### **4.4.4 Auditing of Papers**

Auditing of papers (attending class sessions of a paper without formal enrolment or receipt of credit) is not allowed. In exceptional circumstances, the Academic Board may approve a student to attend specific class sessions for the purpose of familiarisation with the general content, mode of presentation and language level on a case-by-case basis where other means of advising a student on a paper are not deemed to be feasible.

#### **4.4.5 Late Enrolment for New Students**

IPU New Zealand expects all new students to arrive on time to attend a post arrival orientation, and start studying from week one of the semester. Should students arrive late for unavoidable reasons, including student visa application process, the Registrar may allow late enrolment on the following conditions:

- The student signs a disclaimer prior to departure for Palmerston North that late arrival affects their attendance record, which may also affect their learning, grades, and visa renewal.
- The student starts studying from the first day of week two at the very latest.
- No late enrolments are accepted into the English Language Programme

### **4.5 ATTENDANCE**

#### **4.5.1 Number of Semesters Required to Complete Academic Programmes**

A minimum period of full-time enrolment and attendance is required for the award of each IPU New Zealand certificate, diploma and degree. These are defined as formal academic Semesters as depicted in Table 2.2.

#### **4.5.2 Maximum period allowed for the completion of Academic Programmes**

Each IPU New Zealand programme has a maximum time allowed for the completion of that programme. Academic requirements of the qualification must be met within the maximum time frame specified, regardless of part time or full time study, or any period of absence. In cases of extenuating circumstances, the discretion of the Head of School may be applied. The maximum periods are listed in Table 2.2.

Maximum time to complete will be reduced according to the proportion of the qualification remaining after any Credits have been applied from Credit Transfer or Cross Credits. Time to complete will be rounded up to a whole number of Academic years.

**Table 2.2. Minimum formal academic Semesters and Maximum Time Limit for the award of a qualification**

<b>Programme</b>	<b>Minimum academic semesters/blocks</b>	<b>Maximum time from beginning of study</b>
New Zealand Certificate in English Language (any level)	2 Blocks	N/A
Level 4 Business Studies	1 Semester	3 Semesters
Level 5 Business Studies	2 semesters	5 Semesters
Level 5 Tourism and Travel Studies	2 Semesters	5 Semesters
Diploma of International Studies	4 years	Nine years
Diploma of Japanese Studies	Two Semesters	Three years
Bachelor of Contemporary International Studies	Six Semesters	Seven years
Graduate Diploma of Contemporary International Studies	Two Semesters	Three years
Post Graduate Diploma Contemporary of International Studies	One year	Three years
Masters of Contemporary International Studies	One year (PDCIS) + research component	Five years

The IPU New Zealand Academic Calendar for English Language Studies consists of five 8-week blocks. All other programmes are studied over two 15-week semesters, and an optional 8-week summer term.

#### **4.5.3 Attendance during Academic Terms**

Each student is required to attend all scheduled classes. Arriving in class after it begins is not acceptable. Lateness is treated as an absence.

Students lose missed hours regardless of the reason for the absence. However, students absent for the following reasons will be allowed to catch up with course work that he/she has missed to the extent that it maintains reasonable fairness to other students:

- Bereavement leave [for up to two weeks]
- Job-search leave [for up to two weeks]
- Sick leave
- Student visa issued late
- Any other reasons considered as unavoidable by the Institute

Any leave requires written evidence and the Head of School's approval. The written evidence must be submitted to the Head of School within two weeks from the day when the student returned to study.

Students will lose marks for all assessments missed due to absence for any other reason, and will not be allowed to catch up with missed course work.

Students must ensure that they are able to return in time for the first day of class each semester/term as well as official activities at the beginning of the academic year. It is important to book flights well ahead of time. Inability to book a seat on a flight to Palmerston North is not an acceptable excuse for missing the first day of class at the beginning of each term.

## **4.6 AWARD AND TRANSFER OF CREDIT**

### **4.6.1 IPU New Zealand Policy**

The Institute's policy on credit recognition and transfer and its policy principles are set out in the Institute Handbook as item 7.4.

### **4.6.2 Prior Studies at Other Institutions**

A student who wishes to be awarded credit towards an IPU New Zealand academic programme on the basis of studies at another tertiary institution must submit a completed Application for Cross and Transfer Credit Form together with an English language version of his or her academic transcript to the Academic Registry. The award of credits will be made by the Academic Board on the recommendation of a Head of School.

Normally degree studies at another institution may be credited for a maximum of two semesters of full-time study (eight papers) for the Bachelor of Contemporary International Studies.

Specified Credits will only be awarded if the prior study at another institution has been completed within the five-year period preceding the Credit Transfer application. Unspecified Credits may be awarded from earlier study; however, the Head of School will consider the time elapsed before making a recommendation to the Academic Board.

For the Level 4 and 5 programmes, prior learning may be considered as partial credit in recognition of current competency. Prior learning will be examined on a case by case basis to assess the nature and extent to which qualification conditions (including GPOs) have been met.

For the Master and Postgraduate Diploma of Contemporary International Studies, credit transfer and recognition of prior learning will only be considered in exceptional circumstances. The programme is of an interdisciplinary nature, and much of the learning comes from interaction with fellow students in the programme. As such, recognition of prior learning detracts from both the student's opportunities to gain a wider perspective on issues, and on the learning experience of other students. On recommendation from the Head of School, the Academic Board may agree to accept prior learning from another institution, or cumulative work experience, as an alternative for one elective paper.

### **4.6.3 Cross Credit within IPU New Zealand Programmes**

#### **4.6.3.1 Cross Credit to Diploma of International Studies**

##### from Bachelor of Contemporary International Studies

One paper credited for each of (up to eight) Bachelor of Contemporary International Studies papers passed into elective papers. (One to one basis: eight BCIS papers equal to eight DIS papers.)

##### from New Zealand Diploma of Business (Project Management) (Level 5)

One level 5 paper credited for each NZ Diploma of Business (Project Management) paper, up to a maximum of eight papers.

##### from New Zealand Diploma of Tourism and Travel (Level 5)

One level 5 paper credited for each NZ Diploma of Tourism and Travel paper, up to a maximum of eight papers.

#### **4.6.3.2 Cross Credit to Bachelor of Contemporary International Studies**

##### from Diploma of Japanese Studies

One paper credited for each Diploma of Japanese Studies paper passed.

##### from Diploma of International Studies

One level 5 paper credited for each Diploma of International Studies level 5 content paper, up to a maximum of eight papers. Note: English language papers cannot be cross-credited.

##### from Graduate Diploma of Contemporary International Studies

One paper credited for each Graduate Diploma of Contemporary International Studies paper passed.

##### from New Zealand Diploma of Business (Project Management) (Level 5)

One level 5 paper credited for each NZ Diploma of Business (Project Management) paper, up to a maximum of eight papers.

##### from New Zealand Diploma of Tourism and Travel (Level 5)

One level 5 paper credited for each NZ Diploma of Tourism and Travel paper, up to a maximum of eight papers.

**NOTE:** *The award of credits does not obviate the need to satisfy all academic requirements for the award of a diploma or degree and, accordingly, a candidate may be required to undertake more than the minimum number of papers.*

### **4.7 ASSESSMENT**

#### **4.7.1 Procedures**

Teaching and the assessment of learning outcomes for students are central activities in an academic institution. In practice, the two are closely intertwined. The stakeholders in the process, the students, lecturers, and the Institute all have an interest in the outcomes of the assessment process. Students expect that assessments of their work will accurately reflect what they know, what they can do and their level of performance in what they can do. Lecturers have a similar interest and in addition, an interest in the outcomes of their

teaching. Assessment outcomes can be useful in the comparative appraisal of teaching methodologies. The Institute has two particular interests in the assessment of learning outcomes for students. The first is in students being successful in their studies. The second interest is in the assessment processes. The Institute's credibility and academic standing are, in part, dependent on its assessment processes being valid and accurate.

#### **4.7.1.1 Setting assessments**

- Assessment procedures will aim to assess learning in a variety of ways that are appropriate to the course content. These procedures may include short tests, assignments, practical tests, presentations, tutorial discussions, field trip reports, portfolio presentations and examinations. Paper outlines will include a section indicating the assessment procedures to be used and the weighting to be attached to each mode of assessment.
- Assessment materials will reflect relevant and current legislation, standards, regulations and acknowledged good industry/business practices.
- All postgraduate papers will include an oral component, which must be passed.
- For degree papers, a component of assessment for "participation" will be considered acceptable where appropriate. In this context "participation" is not seen as being the same as "attendance". "Participation" implies an interactive dynamic – with others in the class or with the lecturer. It implies involvement. A subjective assessment for "participation" of up to 10% of final course marks is considered to be a valid component of assessment.
- For the Level 4 Business Studies (Small Business) programme, Level 5 Tourism and Travel Studies programme, and Level 5 Business Studies (Project Management) programme, assessment is focused on the stated learning outcomes of the paper. Staff will develop marking schedules consistent with the outcome levels of the paper. The schedules will ensure that fairness, validity, consistency and appropriateness are maintained throughout the assessment methodology. Students are expected to attain the levels of skills and competencies in these schedules. All assessment is internal, and there is no final examination for a paper.

#### **4.7.1.2 Grade confirmation**

- Heads of Schools will report final assessment outcomes for students to the Academic Moderation Committee for review.
- The Academic Moderation Committee will either recommend confirmation of final assessment to the Academic Board, or refer assessment results back to the faculty of origin for review.
- The Academic Board will report approved results to the Academic Registry.
- The Academic Registry will enter approved results into individual academic transcripts and into reports on student progress.
- Lecturers will save accurate records of all student assessment materials to a central electronic file. This includes assessments set, student work, and outcomes. Records will be kept for two years following the assessments.

### **Moderation Committee**



The Moderation Committee will maintain a supervisory role in relation to assessment and student progress. In doing so it will:

- Consider the results of students by courses
- Review the marking systems used in assessing students' work
- Discuss trends evidenced in statistical treatment of results
- Consider comment from external moderators of examinations
- Seek reconsideration of particular results where necessary
- Where necessary, make recommendations to the President and Academic Board for changes to the assessment.

### **Academic Board**

The Academic Board, in performing its role of assessment confirmation, will, from time to time, make such recommendations to the President as it considers appropriate regarding policy change in relation to examinations. Results approved by the Academic Board will be the basis for reporting on individual students' progress. Faculties will ensure that standards of academic quality of courses will first be moderated by the faculty's own internal processes and second by the Academic Board itself. The Academic Board will seek to be assured that course content is appropriate, that courses are rigorously taught and that assessment of student work is valid, accurate and comparable to those outside the Institute. The Moderation Committee is also expected to exert an influence over quality assurance in relation to courses and teaching methodologies. The Moderation Committee will communicate substantive matters raised by academic staff in their review to the Academic Board.

### **Procedure for awarding a restricted pass**

A Restricted Pass may be awarded upon the recommendation of the lecturer and the Head of School of the programme within which a paper is offered, if a student has earned an overall assessment from 45 to 49. The total number of papers allowed for consideration of restricted pass status within a given programme is as follows:

**Table 3.1: Restricted passes allowed**

<b>Programme</b>	<b>Number of Restricted Pass/Passes</b>
Master of Contemporary International Studies (MCIS)	1
Postgraduate Diploma of Contemporary International Studies (PDCIS)	1
Graduate Diploma of Contemporary International Studies (GDCIS)	1
Bachelor of Contemporary International Studies (BCIS)	3
Diploma of International Studies (DIS)	4
Diploma of Japanese Studies (DJAST)	1

Any variation to this procedure for awarding a restricted pass will be at the discretion of the Head of School within which the programme is offered, and approval of the Academic Board.

#### **4.7.1.3 Grade reviews**

The need for a mechanism whereby a student may seek to have a grade reviewed and/or to appeal a grade is recognised. There are a number of circumstances in which a student may seek amendment to, or reassessment of a grade. Those various circumstances are covered by the following provisions.

##### **Procedure for award and amendment of incomplete work**

Students who, for reasons beyond their control in the judgement of both their course controller and the Head of the School within which a paper is offered, cannot complete a paper in a given term, may be awarded a grade of In Progress (K). Upon the recommendation of the course controller and the Head of the School within which a paper is offered, the Academic Registry will indicate this grade in lieu of other assessment. Students in a degree internship paper may be allowed up to one year to complete the paper. In all other cases, the student must complete any and all outstanding requirements of the paper during the semester immediately following its award. Upon notification of completion by the Head of the School within which a paper is offered, the Academic Registry will remove the In Progress and replace it with the resulting earned grade. If the In Progress is not superseded by the end of the semester, or within 12 months for degree internship papers, it will be replaced with a grade denoting failure (a D or E as appropriate).

##### **Procedure for recording of grades for papers repeated**

A paper that has been completed may be repeated by a student in a subsequent term upon approval of the Head of the School within which a paper is offered. A paper may be taken a maximum of three times whether passed or failed. The assessment earned for the subsequent repeat of a paper will be recorded, along with that given earlier, on the student's official transcript; however, only the higher mark will be considered for the purpose of satisfying graduation requirements for diplomas or degree. All assessments comprising a student's academic record except those of In Progress (K), Pass (P) or Fail (F) status will be used in calculating cumulative and overall grade point standing.

##### **Procedure for removal of grades from the official Academic Record**

A grade or assessment given a student for a paper that has been entered on the Academic Record may be removed only through a process of petition by the student to the Academic Registry. The student must state clearly in writing the paper for which a removal of grade is requested and the reason for which the petition is made. The petition will be reviewed by the Academic Board, upon the recommendation of which a grade may be deleted permanently from the student's record. This will be limited to a) grades earned for papers which have been subsequently retaken with a higher earned assessment; and b) papers that have not been given passing assessment due to reasons of justifiable absence as dealt with in detail in the Academic Regulations – Aegrotat Pass. It shall not constitute reassessment of performance, which is described below.

##### **Procedure for Reassessment of Grades**

A grade or assessment given a student for a paper that has been entered on the Academic Record after confirmation of the Academic Board may be reassessed only through a process of petition by the student to the Academic Registry. The student must state clearly in writing the paper for which a reassessment of grade is requested and the reason for which the petition is made. This petition must be submitted within one calendar-month following

the Board's confirmation of a grade or assessment. It is recommended that a student apply as soon as possible. The petition will be reviewed by the Academic Moderation Committee, upon the recommendation of which the student's performance will be re-examined by the Head of the School within which a paper is offered and a moderator, normally appointed by the respective faculty. Upon the mutual recommendation to the Academic Board of both the Head of the School within which a paper is offered and the moderator, a reassessment will be entered in the official academic record of the student.

#### 4.7.1.4 Special Consideration for Missed or Impaired Performance in Assessment

A student who has been unable to complete one or more pieces of assessed work or has been seriously impaired in completing major pieces should apply in writing to the Head of the School within which a paper is offered within 72 hours of the due date at The Head of the School's discretion. Appropriate documentation must be provided.

If special consideration is approved:

- The student may be required to complete the item of assessment, or a comparable item, at another time, which may include provision to complete the work beyond the normal academic session, or
- A mark for the missed item of assessment may be estimated provided that the student has already completed, or will be able to complete, at least 67% of the total assessed work.

#### 4.7.2 Grades

**Table 4.1: Code of Assessment for English Language Studies Level 5, Diploma of International Studies, Diploma of Japanese Studies, Degree and Postgraduate programmes**

	Grade	Percentage	GPA score
First Class Pass	A+	90 – 100%	9
	A	85 – 89%	8
	A-	80 – 84%	7
Second Class Pass	B+	75 – 79%	6
	B	70 – 74%	5
	B-	65 – 69%	4
Pass	C+	56 – 64%	3
	C	50 – 55%	2
	P <sup>1</sup>	50 - 100%	-
Restricted Pass	R <sup>2</sup>	45 – 49%	1
Fail	D	40 – 49%	0
	E	0 – 39%	0
	F <sup>1</sup>	0 – 49%	0

<sup>1</sup> P and F grades are only available for a small number of papers that are pass or fail only.

<sup>2</sup> A Restricted Pass will only be awarded on the recommendation of the Head of School; otherwise marks of 45-49% will be awarded a D (Fail).

**Table 4.2: Code of Assessment for Level 4 Business Studies (Small Business), Level 5 Tourism and Travel Studies and Level 5 Business Studies (Project Management)**

Passing grades	Excellence (A grade)	Demonstrates achievement at beyond minimum requirements of all relevant Graduate Profile Outcome statements
	Merit (B grade)	Demonstrates achievement at beyond minimum requirements of some relevant Graduate Profile Outcome statements
	Achieved (C grade)	Demonstrates achievement of all relevant Graduate Profile Outcome statements
Fail	Not achieved (F)	Does not meet stated learning outcomes

**Table 4.3: Code of Assessment for English Language Studies (Levels 1 – 4)**

Passing grades	Excellence (A grade)	In the case where an excellence grade is available, to pass with an excellence grade, a student must meet the evidence/judgements for excellence
	Merit (B grade)	In the case where a merit grade is available, to pass with a merit grade, a student must meet the evidence/judgements for merit
	Achieved (P)	To pass the unit standards included in each module with an achieved grade, a student must meet the evidence/judgements for achievement
Fail	Not achieved (F)	Does not meet stated learning outcomes

NB: English Language Studies at Levels 1-4 include both Unit Standards and Achievement Standards. Unit standards will be either Achieved or Not achieved. Achievement standards will also have Excellence and Merit grades.

English Language Studies at Levels 1-4 consists of papers for administrative purposes; however, grades will be given to the Standards within the paper rather than the paper itself.

#### **4.7.2.1 Awarding of Distinction**

Excellence among graduating students will be recognised after the grades of the final term are approved. To be considered for distinction the minimum requirements are as follows:

- A total GPA of 7 / A- or above.
- No grades may be lower than in the 'B' range. Any exception will be considered on a case-by-case basis by the Academic Board.
- The total is calculated from the papers needed to obtain the qualification. Students with cross credits, whether specified or unspecified, will have their situation evaluated on a case-by-case basis by the Academic Board.
- Where students have completed more than the required papers, the total will be calculated from the highest grades.

#### 4.7.2.2 Recognition of Excellence – Master of Contemporary International Studies

The Master of Contemporary International Studies uses the following honours grading system:

- First Class Honours will be awarded to students attaining an A- average (or better) over all papers.
- Second Class Honours (Division 1) will be awarded to students attaining a B+ average over all papers.
- Second Class Honours (Division 2) will be awarded to students attaining a B- to B average over all papers.

#### 4.7.3 IPU New Zealand Academic Honesty Policy

##### Forms of Academic Dishonesty

The Academic Honesty Policy covers any work submitted for credit, including academic exercises such as written work, computer-generated work, art/design or visual information.

Different types of disciplinary action reflect the varying levels of seriousness of academic dishonesty. They will be considered in regard to students' seniority and academic programme as well as their history of academic honesty at the Institute.

Course controllers are expected to notify their Head of School of each instance of academic dishonesty. Students receiving disciplinary action repeatedly will be referred to the Disciplinary Committee.

There are four main types of Plagiarism identified by the Institute: Copying, Recycling, Assignment Cheating and Exam/Test Cheating.

##### First time offence

##### 1. Plagiarism

##### 1.1 Copying

Copying another person's work and submitting it as your own without appropriately acknowledging the source is deemed to be plagiarism. This may take the following forms, each of which will incur one or more of the stated disciplinary actions.

- a. Direct Copying = exact reproduction of the original text or visuals, ideas, and/or data without in-text citation.

##### **Disciplinary action:**

- *10-100% marks deducted, depending on proportion of copied text*
- *No resubmission*
- *Verbal warning by lecturer and a record sent to the Head of School (to be recorded)*

- b. Inadequate paraphrasing = exact copying of text passed as paraphrase by providing in-text citation but no quotation marks. Inadequate paraphrasing also includes re-ordering original text and/or blending a small percentage of your own words with a large percentage of the author's original text, with or without acknowledgement.

##### **Disciplinary action**

- *10-100% marks deducted, depending on proportion of inadequately paraphrased text*
  - *Resubmission and re-evaluation at discretion of course controller*
  - *Verbal warning by lecturer and a record sent to the Head of School (to be recorded)*
- c. Cut & Paste = putting copied and/or inadequately paraphrased text throughout, with or without in-text citation.

**Disciplinary action:**

- *10-100% marks deducted, depending on proportion of copied text*
- *Resubmission and re-evaluation at discretion of course controller*
- *Verbal warning by lecturer and a record sent to the Head of School (to be recorded)*

### **1.2 Recycling**

Where the same assignment is found to have been submitted for credit in different courses without the instructor's permission.

**Disciplinary action**

- *10-100% marks deducted*
- *Resubmission and re-evaluation at discretion of course controller*
- *Verbal warning given by the lecturer and sent to the Head of School (to be recorded)*

### **1.3 Assignment cheating**

- a. Copying from another student's assignment, computer program, or project
- b. Submitting materials partially or completely written by another person
- c. Falsifying or inventing incorrect content such as statistics
- d. Working with one or more students and submitting exact or very similar assignments.

**Disciplinary action**

- *0% marks*
- *No resubmission*
- *Appearance before the Disciplinary Committee*

### **1.4 Exam/test cheating**

- a. Using materials (eg notes, textbooks, dictionaries) in exam/test situations that are not authorised by the course controller.
- b. Attempting to copy the work of other students sitting the examination.
- c. Communicating with another person within or outside the room to obtain help in answering questions.
- d. Impersonation – sitting the examination on behalf on another person.

**Disciplinary action**

- *0% marks and*
- *Appearance before the Disciplinary Committee*

### **2nd time Offence**

In all of the above cases

**Disciplinary action**

- *The student is given 0-100% marks deducted depending on the severity of the offence, decided by the course controller*
- *No re-submission*
- *The lecturer is to notify the Head of School who is then to send a written warning to the student (to be recorded)*

### **3rd time Offence**

In all of the above cases

#### **Disciplinary action**

- *0% marks*
- *No re-submission and a fail grade in that particular paper (unless it is compulsory)*
- *The lecturer is to notify the Head of School who is then to send a written warning to the student (to be recorded) and notify the student's parent(s).*
- *The President is to be notified*
- *Appearance before Disciplinary Committee*

### **4th time Offence**

In all of the above cases

#### **Disciplinary action**

- *The student receives 0% marks*
- *The lecturer is to notify the Head of School who is then to send a written report to the student (to be recorded) and notify the student's parent(s)*
- *The President is to be notified*
- *Appearance before Disciplinary Committee*
- *The possibility of exclusion from the paper, programme or institute.*

The following source was used in compiling this policy: Neville, Colin. (2007). *The complete guide to referencing and avoiding plagiarism*. McGraw Hill, Maidenhead, Berkshire England.

#### **APPENDIX 11: Examples of Plagiarism & Academic Honesty Policy**

## **4.8 COURSE EVALUATION**

### **4.8.1 Student Evaluation of Courses**

Student Evaluations are an opportunity for students to give feedback on their experiences of specific papers and the lecturer.

The comments of students are highly valued and are important to achieve continuous improvement of content and delivery, to achieve maximum learning outcomes for the students.

The results of student evaluations provide useful information for lecturers to reflect on their teaching styles and delivery, and can assist in their own personal teaching development. The evaluations also provide material for annual paper and programme reviews and can assist in the continuing development and improvement of the programmes.

Each term there is a formative evaluation mid-term in class, and a formal evaluation at the end of term. Evaluations use a four-point scale, with 4 being excellent and 1 being poor.

Students also have an opportunity to make positive comments and raise issues or concerns and have the opportunity to evaluate each paper they take.

#### **4.8.2 Distribution Procedure**

Evaluations are distributed towards the end of semester.

Lecturers are asked to write the following bulleted points on the white board for the benefit of students:

- Evaluation is very important; information collected will provide valuable feedback for the improvement of this paper
- Paper code and paper title
- Lecturer's full name
- Please take your time to answer all questions carefully.
- Please submit the survey only once for each paper.
- You may write in your own language if you choose.

Lecturers are asked to give students sufficient time to complete the survey. Lecturers must leave the room during the evaluation process. If any student is absent on evaluation day, the lecturer should notify Academic Registry of the total number of absences.

**Note:** Results will be given to teachers and Heads of Schools. Once the evaluation summary is returned it is expected that teachers will discuss relevant feedback with students in a constructive way that will lead to a better learning experience.

### **4.9 LEAVE OF ABSENCE, WITHDRAWAL, TRANSFER, EXCLUSION**

#### **4.9.1 Leave of Absence**

The following conditions must be met before a leave of absence is granted:

1. The agreement of parents or guarantors has been obtained and the reason for the request is either illness, injury or another acceptable reason.
2. All applications must allow at least five working days for their request to be approved.

##### **4.9.1.1 Leave of Absence Order**

The President or an approved delegate may order an absence of more than three months if a student is considered to have difficulty in carrying on ordinary campus life due to illness and/or other reasons.

##### **4.9.1.2 Maximum Period of Leave of Absence**

As from April 2015, students may be granted Leave of Absence of one year. If a student returns after more than one year, the student will no longer be entitled to their previous scholarship.

##### **4.9.1.3 Re-Admission**

Should the reasons for absence cease, the President or an approved delegate may readmit a student to the Institute.

- Procedure for Re-Admission



- When a student requests re-admission to the Institute after leave of absence, the Re-Admission Form must be submitted to the Academic Registry. The Re-Admission Form will be sent to a student when he or she requests it.
- A student may be required to sit a re-admission test to demonstrate an adequate level of English language proficiency to continue his or her study.
- A student may be required to attend an interview with Student Support and or to submit a medical certificate to the Institute.
- The Heads of Schools may suggest an appropriate programme to a returning student after a review of studies, attendance and English scores he or she completed at the Institute before the leave of absence.
- The assistantship or scholarship status will be reviewed.

***APPENDIX 8A: Application for Re-Admission form***  
***APPENDIX 8B: Returning from LOA Checklist***

#### **4.9.1.4 Fees and Bond during Absence**

If a student takes Leave of Absence within two weeks into a semester of study, that semester's tuition fees shall be carried over upon return to study. Accommodation fees will be carried over on a pro-rata (monthly) basis.

Any balance of fees owed when the leave of absence is granted must be paid before readmission.

Should a student withdraw from the Institute after his or her leave of absence, the Institute will regard the leave of absence date as the date of withdrawal and apply the refund policy accordingly.

The bond paid by a residential student is not refunded during the leave of absence except by special approval from the Finance Manager.

#### **4.9.2 Withdrawal and/or Transfer**

Before a withdrawal or transfer is granted the agreement of parents or guarantors must be obtained. All applications must allow at least five working days for their request to be processed.

#### **4.9.3 Exclusion**

The Board of Trustees may exclude a student for the following reasons:

- The student's academic progress is unsatisfactory due to illness, injury or other reasons and the prospect of improvement is unlikely.
- Any payment due to the Institute is in default and is not paid after a reasonable warning period.
- When a student departs from the Institute without completing withdrawal, leave of absence or transfer procedures.

## **4.10 GRADUATION**

### **4.10.1 Graduation Request Form**

A student who is enrolled in his or her final term of an academic programme and who would like to graduate must submit a Graduation Request to the Academic Registry. The Academic Registry will verify that all academic requirements for the student's programme have been satisfied.

### **4.10.2 Graduation Confirmation**

Graduation will be finalised after the grades of the final term are approved.

### **4.10.3 Awarding of Diploma or Degree**

A graduating student will be awarded the relevant diploma or degree by the Board of Trustees at an annual graduation ceremony.

## **4.11 POSTGRADUATE STUDENT RESEARCH REGULATIONS**

### **4.11.1 Policy Regarding Research Proposals**

Prior to undertaking any significant research programme, a student shall prepare a research proposal. The research proposal shall be submitted to the Deputy Head of School for Research who will either endorse the proposal, require changes or require that a new proposal is prepared. If the Deputy Head of School considers it appropriate he/she may refer the research proposal to a subject expert for endorsement.

If the Deputy Head of School is not prepared to endorse the proposal, the student may submit the proposal to the Head of School (Global Studies) for consideration.

If students plan to undertake primary research with human subjects/participants, then the proposal and research documents must be submitted to the Research and Development Committee for ethics approval following endorsement by the supervisor. The forms to apply for Ethics approval are available from the Deputy Head of School (Research) and MOODLE. Students must not undertake any interviews or surveys of subjects before gaining Ethics approval.

The endorsed research proposal will then be submitted to the Research and Development Committee who will consider if it meets the requirements of the policy statement. They may approve the research, require changes or decline the proposal.

If a student wishes to change an approved research programme they must prepare a revised research proposal for consideration by the Deputy Head of School (Research). If the Head of School considers that the revision has implications in terms of the policy, the revised proposal shall be treated as a new proposal and be resubmitted to the Research and Development Committee.

### **4.11.2 Examination and Moderation of Research Papers**

All research papers or theses shall be examined by the supervisor of the paper, another academic who teaches within the Master of Contemporary International Studies and an external expert in the subject material who shall act as the external moderator.

In the event of any discrepancy between the marks allocated by the three examiners, the programme coordinator shall attempt to either resolve the differences between the three examiners, or get a clear statement of why the three parties have differing views. This report will then be submitted to the President who will adjudicate in discussion with the Head of School.

#### **4.11.3 Re-submission of Theses**

Any student thesis or research paper that is allocated a grade of D or lower may be re-submitted after amendment within three months of receiving the original grading. When re-submitted, the thesis/paper will generally be re-examined by the examiners who assessed the first offering. On re-submission the thesis/paper may be awarded a maximum grade of C.

An extension of time for re-submission may be allowed at the discretion of the Head of School. In exceptional circumstances the Head of School may allow a second (or further) re-submission.

#### **4.11.4 Criteria and Procedures for the Appointment of Supervisors**

All significant research projects undertaken by postgraduate students shall be supervised by at least one formally appointed supervisor who shall be an academic staff member of IPU New Zealand. The supervisor shall hold a qualification, at or above, the level of the programme within which the research is undertaken, and shall have sufficient experience in research to carry out the supervision. If the supervisor does not have expertise in the area of investigation a co-supervisor with such expertise shall be appointed.

The procedure to be used is as follows:

- The Head of School (Global Studies) will be responsible for all students at the beginning of the research component of their study. They will be responsible for ensuring that students prepare research proposals for endorsement by the relevant school and approval by the Academic Board. This responsibility for Masters students will normally be delegated to the Deputy Head of School for Research.
- At the stage where proposals are submitted for endorsement, they shall nominate a proposed supervisor from within the Institute, and if necessary a co-supervisor.
- The Head of School shall approach these nominees and ascertain that they are suitable and able to supervise the research.
- Research Supervisors shall be bound by the Code of Conduct.

#### **4.11.5 A Code of Conduct for Research Supervisors**

A research code of conduct draws on established practice. The supervisor undertakes to guide the student through the academic and administrative requirements of the thesis/project. The supervisor shall:

- Ensure that the proposed thesis/project fulfils the academic criteria.
- Provide guidance on the nature of research, on the development and refinement of the research, on planning the research, on undertaking a literature review, on appropriate methodology, and on access to resources.
- Identify with the student the particular research skills that need to be acquired, including the appropriate data collection skills for his/her research.

- Make contact to discuss progress and problems with the student on a regular basis.
- Ensure that appropriate alternative supervision arrangements are in place if the supervisor is absent from the Institute for any period longer than one month.
- Reach an agreement with the student that appropriate indicators of progress will be used.
- Provide regular feedback of progress based on the agreed indicators.
- Ensure that the student is made aware of inadequate progress, or of standards of work below those generally expected, identify the problems, and suggest ways of addressing them.
- Be sensitive to the needs of the student and be aware of, and where necessary refer the student to, the problem solving mechanisms and support services for students that exist within the Institute. The supervisor should ensure that the Head of School and Deputy Head of School are given a copy of the progress report and are notified if any problems develop during the course of study.
- Encourage the student to make use of appropriate contacts both within and outside the Institute.
- Be knowledgeable about and comply with research guidelines of the Institute including the ethics guidelines. This includes ensuring, as far as possible, that: the work submitted by students is their own and that data are valid; ensuring that candidates are aware of intellectual property rights; ensuring that safe working practices are developed and maintained; and that the student is aware of the Institute's Occupational Health and Safety Policies.
- Ensure that appropriate and timely advice is given on requirements regarding style, presentation and production of the thesis/project.
- Reach agreement with the student on authorship of any subsequent publications resulting from this project. There should be open and mutual recognition of the student's and the supervisor's contribution on all published works arising from the project.

#### **4.11.6 Co-authorship**

At each stage of the research project, the supervisor closely monitors the student's progress and guides the student towards work that can lead to a thesis that meets the minimum standard set by the Institute. Where a student publishes their work, which was carried out under the supervision of academic staff, it is usual to include the name of the supervisor as a co-author. See Appendix 19, which explains the co-authorship agreement and the MCIS Student Study Guide for more detail.

#### **4.11.7 Policy on Research/Assessment Component in a Work-Based Setting**

The research component of the Master of Contemporary International Studies (Executive Project, Executive Strategic Project, Thesis and Research Paper) is different from the workplace components of other papers within the Master of Contemporary International Studies. For the research component, off-campus placement may be a major component of the project. As such, the learning outcomes of the project cannot be as tightly constrained as with a classroom-based paper.

The main method of assessment will be a major report/thesis, which is submitted at the end of the research. While some components of the report will be specified and will be common

between students, the most important component will be related to the unique situation which students find themselves and the issue they choose (with guidance from their supervisor) to address.

The research component (totalling up to three fourths of a full-time year) may be carried out entirely away from Institute premises.

The Head of School (Global Studies) will take overall responsibility for the management of students undertaking their research projects, but will not necessarily provide their internal supervision. Students will be expected to report progress to their supervisor and the coordinator on a fortnightly basis.

Because of the nature of the Master of Contemporary International Studies and the workplace orientation of the Executive Project, it is inevitable that issues of confidentiality, privacy, commercial advantage and ownership of intellectual property will be of importance. An individualised contract of supervision will be the basis of the arrangement between IPU New Zealand, the workplace and the student. The contract will outline the responsibilities and expectations of each of the three parties and will be signed by these parties.

#### **4.11.8 Policy on Review Regarding Supervision**

A student who feels that supervision, either by an on-site supervisor or a designated IPU New Zealand staff member, is failing to comply with the standards of the Code of Conduct or individualised contract, may request a review of the supervision standards. This must be submitted in writing to the Head of School (BCIS/MCIS), and should cite specifically which party in a supervisory role is to be reviewed, the circumstances under which a review is requested and the basis for complaint. This complaint is to be reviewed by a panel comprised of 1) the student's course supervisor, 2) the Head of School (BCIS/MCIS), 3) the President or a delegate, and 4) a representative of the workplace (if appropriate). The decision of this panel shall be considered to be final.

#### **4.11.9 Procedure to Obtain Research Support**

A small fund (maximum of \$500) is available for the support of research by postgraduate students. Once a student has obtained approval for their research from the Postgraduate Coordinator and has received Ethics Committee approval they can apply to the Research and Development Committee for funding. The process to be used is as follows:

- The student is to file an application for amount of money requested on a "Postgraduate Student Research Grant Fund" application form (Appendix 17)
- This form must be submitted to the Ethics Committee for approval, prior to being presented to the Research and Development Committee.
- Subject to approval by the Research and Development Committee, the proposal would then be submitted to the Academic Board for final approval.
- The money requested would be paid to the student upon successful completion of the project and production of all receipts and proof of expenses.

#### **4.11.10 Extension of Enrolment for Thesis**

On application from a student, the Head of School may grant an extension of up to one term, at no additional cost, to the time for completion of the thesis on any of the following grounds:

1. sickness of the student or of a close family member,
2. pregnancy or childbirth or complications arising from these,
3. bereavement of a close family member
4. unforeseen complications outside the control of the student, at the Head of School's discretion

Students are required to provide evidence of the event leading to the request and a statement from the supervisor. This request for an extension must be accompanied by a detailed plan for completion of the thesis within the time requested. International students (with or without scholarship) must inform the Academic Registry of any changes in their enrolment status to expedite visa extension application, and domestic students must inform the Academic Registry and StudyLink. New Zealand students will not be eligible for student allowance during the extension period.

A student should not be given an extension on the grounds that he simply wishes to do more work and/or have more time to produce a better thesis. Students whose first language is not English, and other students who are experiencing difficulties with writing and expression, should be given advice on where to seek professional help on academic writing. The supervisor cannot be expected to act a copy editor.

A contracted supervisor will not be paid for additional hours, and should therefore be advised immediately of the period of extension approved by the Head of School. No supervision will be provided to the student during the period the student is considered absent from working on the thesis.

#### **Termination of enrolment**

If the candidate has not had a research proposal approved by the course controller within three months of enrolment for the thesis (ii) If the candidate fails to make satisfactory progress and (iii) If the candidate does not submit the thesis for examination within the specified timeframe.

## **Part 5            INSTITUTE SERVICES**

### **5.1            GENERAL INFORMATION**

IPU New Zealand was established as a fully residential tertiary institution to facilitate the achievement of its graduate profile. Students can benefit from interaction with other students of different backgrounds and have the ability to develop their full potential 24 hours a day, 7 days a week. All students need to grasp all opportunities to improve their English language and other academic ability and focus on a holistic approach to the development of their personality, character, confidence and independence by actively participating in all Institute Residential events and activities. The Institute encourages students to be actively involved in all events and activities inside and outside the classroom and also positively express their opinions for the benefit of the student body.

All the services and facilities are designed to meet the needs of the students and to maximise their growth potential. The Institute is keen to continually improve its facilities and services and will appreciate timely feedback from students that assists the Institute to provide the best environment for the students to develop to their full potential. The Institute will use best endeavours to meet student needs given financial and legislative constraints.

The Halls of Residence are the students' home while at the Institute. It is important for students to take full ownership of all matters relating to their stay. Students need to recognise that their full growth can be facilitated by recognising the need to respect their own home and that of other students who live near or with them. Living as a student family requires students to respect and be considerate to other students. All students have the responsibility for ensuring that the halls are pleasant, tidy, quiet, smoke free and secure places to study and relax. Respect and consideration will strengthen the bonds of friendship and co-operation amongst students. Students should be conscious of the need to always foster the safety, security and personal growth of others who live in the student community.

### **5.2            MEDICAL CARE AND COUNSELLING**

The Institute has a contracted doctor and nurse who have been assigned to deal with illness and minor medical emergencies on campus during the week at the Health Clinic. There is also a counselling service on site. The doctor will also arrange appointments when necessary with doctors at the Group Medical Chambers. Dental care, physiotherapy, optometry consultations, counselling and specialist appointments can also be referred to by the Institute Doctor.

When the Clinic is closed, students may contact Student Support/Admin Services for advice about visits to local doctors or Phone 0800 355050.

### **5.3            MENTORING**

On both academic and personal matters, students may contact their lecturers, Student Support and other staff of the Institute for support, advice, counselling and other assistance. Students will be provided appropriate advice on academic and personal matters and support will be organised as necessary. It is the Institute's aim to identify, and resolve student concerns promptly in a strictly confidential and private manner. If students require

professional counselling or other extra support, the Institute will arrange appointments with external professionals.

#### **5.4 CAREER DEVELOPMENT**

The Career Guidance Office aims to provide all students with help in determining their career path by the time of graduation. The Career Guidance Office offers a wide range of career development support services from providing job/further education related information, to offering job/further education search seminars and individual career counselling meetings. Students are encouraged to take advantage of these services from their entry stage to try to get a clear-cut vision of future career possibilities so that close to graduation they will be able to search for positions and have job offers on graduation. The Careers office will also help students with their internship and part-time job needs.

#### **5.5 IPU NEW ZEALAND ACTIVE, EVENTS AND ACTIVITIES**

IPU NZ Active, aim to support personal growth and development of all students. Events and activities are developed with input from students, staff and the community and are in tune with the graduate profile of the Institute. The activities and events are organised to achieve better interaction and understanding among people from different cultures. In addition, the events and activities focus on assisting to develop traits such as improved English skills, independence, creativity, confidence and problem solving. Opportunities are provided to all students to participate in a wide range of cultural events, activities, sports and hobbies, both on campus and in the wider community. Activities are held not only in the local community but also in neighbouring communities and in places far from Palmerston North. The distant trips and activities tend to be planned during the Institute break weeks.

As these activities are for the benefit of students it is important for students to clearly state to IPU NZ Active what value they obtained from each activity. The success of this relies on active engagement in English, co-operation and participation by students, staff and the wider community. Events and activities provide a real opportunity for students to speak English, learn about New Zealand culture and increase their confidence levels. The Institute staff will focus on supporting the students to achieve their own personal growth goals through active participation in events and activities.

#### **5.6 HARASSMENT COMPLAINTS**

All staff and students have the right to a safe and secure working environment. To meet moral and legal obligations, IPU New Zealand will treat any complaint of sexual or any other harassment seriously, promptly and in a sensitive, competent and fair manner. If a student feels that he or she is being sexually or otherwise harassed in the course of his or her studies or living at the Institute, he or she may:

- Tell the person involved very clearly that he or she finds the behaviour, gesture or words offensive and unacceptable and ask that it stop. (He/she may do this on his or her own, with a colleague or through a letter); and/or
- Report the harassment to the team of Anti Harassment Advisors, the management, or any other staff member within the Institute.

He or she is urged to keep a record of events, made as soon as possible after any alleged harassment has occurred so it will help the investigation of his/her complaint.



There are three main options for dealing harassment and bullying at IPU New Zealand: namely, informal in-house resolution, formal in-house resolution, and external resolution. Sexual and other harassment will most often be dealt with informally in-house in the first instance, and if a satisfactory resolution is not achieved then formal procedures will be instigated.

Although the Institute believes complaints are dealt with most appropriately and effectively by way of in-house resolution, complaints may be taken to external agencies including the Human Rights Commission.

## **5.7 INSTITUTE FACILITIES**

### **5.7.1 Campus**

The Institute has adopted an innovative approach to the design and construction of the contemporary campus on a 15.4-hectare site located in Palmerston North. The buildings have a Tudor influence and are architecturally designed to facilitate growth of students.

### **5.7.2 Teaching Blocks**

There are five teaching blocks with small classrooms suitable for interactive, personalised classes.

### **5.7.3 Library**

The Library is a warm, friendly and welcoming environment.

The Library is open 7 days a week, including evenings. Check out our hours on the Library's website. The Library's collection is made-up of academic and recreational materials in print, electronic and audio-visual formats. There is a wide variety of books, journals, magazines, newspapers, and DVDs (including documentaries and movies). We have introductory non-fiction and graded readers for borrowing, that will help you improve your English language skills. There are also online books and journals for your use. The Library also provides 24/7 online access to subscription databases and the Library Catalogue via the Library's website.

You can borrow books and movies and get help on finding resources for your assignments. If we don't have a book or article that you need for your research, it may be able to interloaned from another library. Library staff can provide training on database searching, information literacy and tours of the Library on request.

Two tutorial rooms are available for group work, library classes, or meetings. These are bookable. Study areas and desks are also available for you to use. Computers are provided for student use, as well as printers, scanners and photocopiers.

The Japanese Corner has a great collection of Japanese manga as well as career guides, TOEIC resources and books in Japanese.

### **5.7.4 Computer Network and Facilities**

Our Computer Labs are setup in A Block with Thin Client machines, for teaching and student use. Classrooms on campus are equipped with a computer and data projector or large screen TVs for PowerPoint presentations. iMac computers are also installed in the Library

for student use. All computers have Office and Internet browser software as well as access to the network printer. Student laptop users can use Web Print to print without any necessary drivers. Particular computers have specialised software installed.

The Institute has a WiFi network which allows students and staff access to e-mail, internet and database services from within and over the main outside areas of the campus (within the bounds of current NZ law).

### **5.7.5 Accommodation**

There are ten Halls of Residence with small or large single, centrally heated rooms for students to study and sleep. Each hall has a common room with lounge and full kitchen facilities.

Students have the opportunity of experiencing Kiwi culture first hand by participating in the Homestay Programme. There are long term and short term Homestay Programmes available. The Institute has certain criteria and conditions for eligibility to participate in these programmes. The Homestay Co-ordinator is available to provide further details.

All international students under the age of 18 years are required to live either with their host families approved by the Institute or in the designated Halls of Residence with the support of their on-campus supervisors, so that provision of pastoral care for them is ensured.

### **5.7.6 Dining Hall**

The Institute has a modern dining hall and a kitchen facility with a capacity of 300 plus diners at any one sitting. Three meals are served daily which are prepared by qualified chefs for the benefit of the students. There are subsidized meals available for staff, especially important in view of the distance of the Institute from the city centre. This also allows staff to interact with students outside of the office or classroom.

### **5.7.7 Shop/Bar**

There is a campus shop that stocks a variety of food and drinks for students and staff. The shop stocks various incidentals for students and staff. The Shop also serves as a bar for approved functions in the Junior Common Room.

### **5.7.8 Recreation Centre**

The Recreation Centre is a large gymnasium/auditorium that caters for basketball, volleyball, badminton, indoor hockey and other sports. It has tiered seating, which also allows this facility to be used for shows and other displays. This facility is also ideally suited for functions for entertainment purposes. There is a weights room adjoining the gymnasium. This facility is fully supported by changing rooms and showers. There is also a specially built Dojo room for use by students. The Institute has four all-weather tennis courts.

### **5.7.9 KAN Centre**

This building allows students to practice music and performances in either of two sections. It has full-length mirrors and is sound proof. The facility is ideal for those that wish to practice their music and/or performance in relative privacy.

## **Part 6      CAMPUS LIFE**

### **6.1      INSTITUTE RULES**

#### **6.1.1      Compliance with Institute Rules and Regulations**

- Students of IPU New Zealand must comply with the rules and regulations of the Institute and at all times conduct themselves in an honest, mature and responsible manner both on campus and off campus.
- Students must comply with the rules established for the use of IPU New Zealand facilities and equipment. The facilities and equipment must not be misused or removed without permission.

#### **6.1.2      New Zealand Law**

Students of IPU New Zealand have to obey the laws of New Zealand or risk being arrested or prosecuted. Breaking the law by overseas students is regarded by the Immigration Department as justification for the revoking of a student visa and expulsion from the country.

Serious offences such as physical violence or assault to any individual, theft, illicit drug use or abuse, gambling, under-age drinking and some driving offences may result in a student being disciplined and expelled from the Institute. As a result, the student will also have his/her student visa revoked and may have to leave New Zealand.

Firearms, knives or weapons of any type are not permitted in the halls of residence. If any such articles are required for recreational purposes, they must be handed in to Admin Services, and will be released only for the specified purpose.

Health regulations prevent the keeping of any pets, such as cats, dogs, fish, birds or other animals, in the halls of residence of the Institute.

#### **6.1.3      Security**

Each student is provided with a key to the door of his or her study-bedroom. A student must carry the key to his or her room at all times and ensure that the door is locked when he or she is absent from his or her room. Those on ground floors should ensure that their windows are clipped shut when they are absent and at night. When students leave halls at night, they must close all the accessible doors and windows. The entry door to all halls must always be closed. Leaving doors open and unlocked puts all other residents and property in the hall at risk of harm and loss and therefore is deemed misconduct, which will result in disciplinary action.

- The Student Services/Admin counter in the Administration Building has safety deposit boxes available. Students should use these for securing valuable papers and documents such as passports.
- Bicycles must be kept only in bike-stands or in the bicycle shed. If bicycles are left other than in the bicycle shed, the maintenance staff may remove them. When not in use, bicycles should be locked. A strong lock is a necessity as bicycles could be stolen. It is important that students lock both wheels of the bicycle.

- Any losses or apparent thefts in the halls must be reported immediately to the Institute. An incident report form must be completed by students on Moodle. Students must also complete an insurance claim form as soon as possible.
- Students who lose their hall keys will have to pay for the replacement lock and barrel. The cost is \$150.00.
- Students identified as deliberately leaving entry doors open or unlocked will be fined.
- All keys held by a student must be handed in to Student Support/Admin Services when a student will be away from the campus during holiday periods. Failure to do so will result in the student being charged \$150.00 for a new key and barrel and the students losing his/her rights to a hall preference in the following year.

#### **6.1.4 Driving Rules**

##### **Car Licences**

The Institute requires all student drivers to obtain a New Zealand licence as soon as practical.

Procedures for obtaining a New Zealand driver licence are available at Student Support/Admin Services.

A Restricted Driver Licence holder must obey the following New Zealand laws:

- The driver must not carry any passengers other than one person over the age of 20 who has been a holder of a current full New Zealand driver's license for two years or more.
- The driver must not drive between the hours of 10:00 p.m. and 5:00 a.m. Between these times the driver must be accompanied by a supervisor, who must sit in the front passenger seat. The supervisor must hold a current, full NZ driver's licence and have held this for at least two years.

If a student is caught drinking and driving, the police may prosecute the student in court and this could lead to expulsion from the Institute, loss of a student visa and expulsion from New Zealand. Drinking and driving is a serious offence in New Zealand.

All drivers and passengers in New Zealand **must always** wear a seatbelt while in a vehicle. A student can be fined if seat belts are not worn.

##### **Motor Scooters up to 50 cc**

An international student who is eligible to obtain a NZ driving licence is able to drive a motor scooter.

A student can legally drive a motor scooter (under 50cc) with a Learner Licence (Subject to the Institute rules).

##### **Motorcycles**

A motorcycle (>50cc) requires a special licence and is not permitted for international students (Subject to the Institute rules).

An international student of the Institute must not ride on a motorcycle (>50cc), nor be a pillion passenger while in New Zealand.

### **Bicycles**

New Zealand legislation requires safety helmets to approved NZ safety standards to be worn by all cyclists on the roads including roads on campus. Lights are required for use at night and reflective strips on clothing and bicycles are highly recommended.

### **Dirt Roads**

Dirt Roads provide a driving hazard and drivers must proceed slowly and adjust to driving on dirt roads in order to ensure their safety.

### **6.1.5 IPU New Zealand Registration and Vehicle Ownership:**

After obtaining a Learner, Restricted or Full Driver Licence, all students must submit copies of their driver's licence to Student Support/Admin Services, to be stored in their records before they purchase a car or drive on New Zealand roads. Students must register the ownership and riding of a motor scooter with Student Support/Admin Services.

To own a car or scooter an international student must have:

- Fulfilled all the requirements under 6.1.4 Driving Rules
- Completed and submitted the Parking Permit Request Form, available at Student Support/Admin Services.
- Provided written permission from his/her parents if the student is younger than twenty-five
- Documented the purchase of car insurance
- Obtained a helmet (where appropriate)

If a student purchases a vehicle before having completed these requirements, the Institute may withhold the keys for the student's vehicle until arrangements for disposal or storage can be made.

An international student can obtain special permission to purchase a vehicle after obtaining a Learner Licence. However, the student is allowed to drive only for practical lessons and tests. A student must give all his or her car keys to the Institute, who will return them for lessons and tests. A student with a Learner Licence, who wishes to obtain a Restricted Driver License is allowed to practice his or her driving skills only with a qualified driving instructor from a recognised driving school.

The Institute recommends that all students take a defensive driving course and an advanced driving course.

### **Parking**

Parking on campus is allowed only in the designated parking spaces for students. The owners of cars and/or motor scooters parked anywhere on campus other than designated student parking are subject to a fine and/or other disciplinary action.

Students who have completed all the driving documentation for registering car ownership with the Institute will be issued with an IPU New Zealand parking permit.

The IPU parking permit must be clearly displayed on the inside of the student's car windscreen. Cars without this identification are liable to be towed away or immobilised at the owner's expense.

Vehicles that are on campus must be roadworthy, have current insurance, and have a current Warrant of Fitness and registration displayed. In the event that a vehicle does not comply with any of these requirements and the student has left the Institute, the Institute reserves the right to dispose of the vehicle without the student's consent at his or her cost, if any, unless prior arrangements have been made with the Institute.

Any vehicle parked illegally may be towed away immediately at the owner's expense.

### **6.1.6 Smoking**

New Zealand law requires all working, eating and residential facilities to be smoke-free and to allow smoking only in designated areas due to health and fire risk. Smoking is banned in bars, restaurants and other public places.

To ensure a healthy environment and to protect non-smokers from the adverse affects of tobacco smoke, smokers are provided with smoking facilities outside the halls of residence. Smoking is not allowed inside any of the halls of residence. All rooms including common areas inside the halls of residence are smoke-free. Smoking in individual rooms is strictly prohibited to comply with the law, for health reasons and to prevent fires. Smoking in buildings is a very serious offence and will result in disciplinary action.

1. Smoking is allowed on campus only in areas with signs saying, "This is a designated smoking area". Smoking outside the entrances of any buildings is not allowed as this is against New Zealand law. To ensure safe air for non-smokers, all smokers are required to walk to the designated smoking areas to smoke.

These are the designated smoking areas:

- the North side of T Block, where a shelter has been constructed for smokers
- the Halls of Residence inner courtyards with the exception of Hall 3 and 7, which are designated non-smoking halls.

Smoking is prohibited at all other areas of the Institute, including the entrances to the Administration Building and behind the Administration Building.

2. Since walkways and driveways and grounds on campus are not designated smoking areas, smoking is not allowed while people walk on the campus from one place to another. People smoking in areas not designated as smoking areas will be fined.

### **6.1.7 Alcohol**

Unless expressly authorised by IPU New Zealand, students are not allowed to keep or consume alcohol on the campus except in the Institute Bar. The Institute Bar is the only area designated for consumption of alcohol. Any alcohol found, other than that authorised by the Institute, will be confiscated immediately and students may be fined or be subject to full disciplinary action.

Students must obey the New Zealand law, which states that a person must be at least 18 years of age to be able to consume alcohol on licensed premises; this applies to off campus as well. This law is also in place for students drinking at any bar on Institute premises and at the campus Bar, therefore any student under 18 years of age will not be served alcohol.

Non-alcoholic drinks (including coffee) can be consumed outdoors or in teaching blocks or other Institute buildings only if they are in containers that cannot be spilled. Carrying open cups to the classroom blocks or drinking from open cups in classrooms is not permitted.

Cups from the Dining Hall are for use by all students in the Dining Hall and are not to be removed. Students may be fined or be subject to full disciplinary action if they remove cups from the Dining Hall.

## **6.1.8 Institute Residences**

### **6.1.8.1 Eligibility**

Only IPU New Zealand students who have paid their accommodation fee are allowed to reside in the Institute accommodation facilities. Anyone who has lost his/her active student status has to leave his/her residence within two weeks. Non-active students are not allowed to stay in the Halls of Residence and do not have access to Institute accommodation facilities.

### **6.1.8.2 Visitors**

Overnight guests are not permitted in the Institute Residences, unless otherwise approved by the Institute prior to their stay. Visitors from outside the Institute may be entertained only in the IPU New Zealand Bar or the Common Rooms of the Halls of Residence, but all visitors must leave by 11 pm. Visitors in the halls must be accompanied by a student at all times.

If an unauthorised guest or friend of a student is caught staying at the Halls of Residence, the student concerned will be charged a sum of \$100 (one hundred dollars) per night for each night they stay at the Institute without approval.

#### **6.1.8.2.1 Short term stays**

Alumni and graduands may apply to stay on campus at a short term stay rate.

### **6.1.8.3 Room Allocation**

The Institute carries out allocation of rooms. Students are not permitted to change rooms without permission in writing from the Institute. All students who wish to live off campus must seek approval from the Institute.

Students are not allowed to change their rooms or switch room-mates unless they get permission from the Institute. The Institute may only give this permission in exceptional circumstances and it should be clear that there will be no room changes during the academic term.

***Appendix 14: Accommodation Change Request form***

#### **6.1.8.4 Room Maintenance**

All students are responsible for the tidiness, security and contents of their own rooms. Any damage to the room, fixture, fittings or furniture will be charged to the occupant. No furniture may be added, removed or dismantled without permission. Room checks will be held on a regular basis to ensure rooms are kept in good order and in a hygienic condition.

#### **6.1.8.5 Inspections:**

IPU New Zealand reserves the right to inspect bedrooms and common areas if it has reason to suspect a breach of the rules or regulations or has any concern for the safety or welfare of any student or students in the Institute Residences. Such inspections will be undertaken only after approval by the Student Support Manager and will always involve at least two staff members. Where possible (except in cases of emergency) or appropriate each student affected will be notified prior to the inspection and has the right to be present during the inspection.

The Institute community constable can issue a search warrant if it is suspected that a student is involved in illegal activities within the Institute Residences. This warrant may either pertain to the individual student's bedroom or the entire Institute Residence.

Routine maintenance and bond refund inspections will be carried out on each bedroom during the year and at the end of the period of residency. Where possible or appropriate the student affected will be notified prior to the inspection and has the right to be present during the inspection, except where the student is away from the campus for an extended period (refer: 6.1.9.3).

#### **6.1.8.6 Personal Belongings**

Students are responsible for all personal belongings kept in their rooms or anywhere on Institute property. IPU New Zealand accepts no liability for any damage or loss to students' belongings. Students should ensure that they have adequate insurance to cover any damage or loss to their belongings

#### **6.1.8.7 Accommodation Bond**

Students who live on campus are required to deposit a bond during their stay at the Institute. The bond will be returned after deduction of any amount owed to the Institute for any damage, breakage or loss of property when they leave.

#### **6.1.8.8 Noise**

Noise must be kept to a minimum at all times but especially after 11 pm. Students must be considerate of other students when using common rooms, shower rooms and laundry rooms.

#### **6.1.8.9 Damage**

For damage done to public areas in a Hall of Residence where no single person is identifiable as being responsible, a levy may be imposed on all students living in the Hall concerned.

Any damage or breakage must be reported immediately to [fixme@ipu.ac.nz](mailto:fixme@ipu.ac.nz) so that requirements may be noted and repairs completed by the Institute. Intentional damage will not be fixed until the new term.



#### **6.1.8.10 Fire Regulations**

Hall corridors, entrances and stairs must be kept clear at all times to comply with Fire and Health and Safety regulations. Students must not leave any belongings outside their rooms. The Institute may confiscate any students' belongings left outside rooms without notice. The use of open flames including cigarettes, lighters, candles and incense is not permitted in the Halls by law. Gas appliances are not permitted in the Halls at any time.

#### **6.1.8.11 Electrical Appliances**

All students' electrical appliances must be labelled and certified by the Institute's registered electrician. This can be requested through the residential manager on an advised date. Unless expressly authorised by the Institute students are not allowed to use electrical heaters or cooking equipment in their rooms. Unauthorised use of such electrical appliances will lead to their confiscation by the Institute without notice. Repetitive cases may impose a fine or disciplinary action.

### **6.1.9 Absence or Leave from Institute Accommodation Facilities**

The Institute takes student welfare and wellbeing seriously. The Institute needs to be able to locate each residential student at any time for contact in case of emergencies.

#### **6.1.9.1 Short term leave from Institute accommodation facilities**

Students who wish to spend a week or more away from the Institute accommodation facilities must:

- Complete a Travel Plan and hand form and key in to Admin mailbox
- Advise the Institute of any change during the absence
- Notify the Institute on their return.

In order to meet academic requirements, students must also obtain permission from their Head of School during term time before making their travel arrangements.

Any student who fails to follow the procedure can expect to be invoiced.

***APPENDIX 13: Travel Plan Form***

Domestic Students not staying over summer will be expected to complete a room check out at the end of Semester 2.

Students who leave campus for the holidays will be able to retrieve their key from Security after 6pm on the Sunday before term begins.

#### **6.1.9.2 Moving off campus**

Students wanting to move off campus must apply by filling in a Moving Off Campus application form. The Residential Manager will forward the application to the Student Support Manager who will meet with the student.

Students may move at the end of a term. Any refund due will be paid within 28 days of the student moving off campus.

***Appendix 15: Moving off Campus criteria – International students***

#### **6.1.9.3 Belongings**

Storage of student belongings is the responsibility of the owner. Any storage the Institute

may provide, at its discretion, will be on the basis that no liability for loss or damage will be assumed. Belongings of a student who has left the Institute will be stored for a maximum of three months before disposal. In a student's absence, the Institute reserves the right to enter rooms, as per Inspections.

#### **6.1.10 Passport and Student Visa Regulations**

To protect students' interest and prevent inconvenience and problems, the Institute strongly recommends that international students keep their passports in a safety deposit box, which is available through Reception in the Administration Building.

All international students are required to maintain proper visa status (student visa) during their stay at the Institute. New Zealand Immigration requires attendance of 100% to ensure student visa status. Students without a current student visa are not permitted to attend classes until they have received their student visa.

A student visa issued for study in New Zealand is only valid for study at IPU New Zealand. Students who withdraw from the Institute are not permitted to attend or study at other academic institutions in New Zealand under their existing student visa.

#### **6.1.11 Student Health Insurance**

Students who are not New Zealand citizens or permanent residents must obtain comprehensive health and travel insurance prior to arrival in New Zealand. This coverage must be maintained throughout the period of study as a student at IPU New Zealand. Students will not be allowed to enrol in any programme, unless they provide evidence of this coverage.

#### **6.1.12 Dining Hall**

##### **6.1.12.1 Meal Entitlements**

- **Residential:** Students who have paid their residential accommodation fees and produce their ID card to the Dining Hall staff are entitled to eat one meal at breakfast, lunch and dinner.
- **Homestay:** Homestay students who have paid their homestay fee and produce their ID card to the Dining Hall staff are entitled to eat one lunchtime meal.
- **Guests:** Guests and other visitors are welcome to eat at the Dining Hall on producing a meal ticket for the current meal period.

##### **6.1.12.2 Times for Dining**

Meals at the Dining Hall are carefully planned and prepared to achieve maximum satisfaction of all students and staff. The times for the meals served in the Dining Hall have been set after careful consideration of class times, food quality and working hours of the Dining Hall and kitchen staff. Times are clearly posted at the Dining Hall. Meals will only be served within the times posted.

##### **6.1.12.3 Food**

IPU New Zealand has obtained approval from the local government to serve meals in the Dining Hall in accordance with food, health and hygiene regulations. The Institute will impose fines if food, crockery or equipment is taken from the Dining Hall without prior permission from the Institute.

#### **6.1.12.4 Vegetarian Meals**

IPU New Zealand recognises that vegetarian meals must be available at all meal times and is part of the normal selection. If you are not vegetarian, you are still able to choose this option if you wish.

#### **6.1.12.5 Special orders and late meals**

The kitchen staff will be happy to cater for late or special meals. Please provide as much time as possible when requiring special or late meals. Without notice, you may not be able to obtain a meal of your choice.

#### **6.1.12.6 Standard of Dress**

It is essential to be dressed appropriately when eating with others. Always wear footwear and leave bikes and scooters outside.

### **6.2 INSTITUTE REGULATIONS**

#### **6.2.1 Disciplinary Action**

IPU New Zealand is empowered to apply disciplinary measures to students who have breached any rules or regulations (including rules and regulations notified independently of the publication of these regulations) of the Institute or who are deemed to have been guilty of misconduct. Disciplinary actions include a reprimand accompanied by a written warning, a fine (and/or work assignments), suspension from attending classes and/or access to any facilities and services provided by the Institute, and expulsion. A student may be suspended or expelled from the Institute for any of the following:

- Committing serious offences or breaches of New Zealand Law
- Continuing misconduct with no signs of improvement
- Unsatisfactory academic progress with no improvement
- Absence from classes over an extended period with no specific reasons
- Disturbance of the order of the Institute
- Bringing or consuming non-prescribed classified drugs on Institute premises
- Attending classes, fieldtrips or Institute functions in such a condition of intoxication (alcohol or drugs) that hinders learning or that brings the Institute into disrepute
- Refusal to carry out lawful instructions of the Institute
- Possession or use of the property of another person without the owner's permission
- Unauthorised possession, wilful damage, or removal of another person's property
- Unauthorised possession or use of property, money or information belonging to the Institute
- The use of, or manipulation of, property, money or information belonging to IPU New Zealand for personal gain or in a manner not authorised by the Institute.
- Sexual, racial or other harassment of Institute students or staff members
- Physical violence against any person on Institute premises
- Horseplay or other inappropriate activity which results in, or which could result in, the injury of another person on Institute premises
- Failure to pay fees payable to IPU New Zealand
- Continued neglect or violation of the rules of the Institute

- Continued failure to fulfil obligations of a student.

Where an act is carried out which is not specially covered by any of the above, the Institute reserves the right to implement disciplinary procedures as deemed necessary, relevant to the nature of the misconduct.

Suspended or expelled students are denied access to any facilities and services provided by the Institute unless exceptionally authorised by the Institute.

Suspension may be lifted when the Institute finds suspended students have appropriately cleared conditions set by the Institute.

Fines are set as a deterrent to students' breach of regulations, collected and used by the Institute for the purpose of improving students' life at the Institute.

### **6.2.2 Disciplinary Committee**

The Disciplinary Committee is established to exercise jurisdiction for breaches of regulations and also deal with appeals with regard to violations and other offences. The committee shall discuss violations, offences and appeals and levy fines and take disciplinary action.

The committee is made up of the student's Head of School, Director of Institute & Corporate Administration, or their representative, up to two student supporters and one other nominated member of IPU New Zealand staff. Three members constitute a quorum.

### **6.2.3 Disciplinary Procedures and Penalties**

#### **6.2.3.1 Violations of Regulations**

The following offences constitute misconduct, and shall be heard by the Committee on Student Conduct with an appropriate disciplinary action taken:

- Offences in connection with academic assessments, such as cheating or plagiarism
- Falsification or misuse of Institute documents and records
- Committing serious offences
- Deliberately damaging property
- Driving and owning motor vehicles without following proper procedures
- Failure to keep the terms of any penalty imposed
- Receiving more than five fines or five work assignments
- Unauthorised gambling on Institute premises
- Acting in a careless and indolent manner
- Failure to reach the required level of academic performance or standard
- The use of abusive, obscene or threatening language to another person on Institute property, including halls of residence.
- Disrupting by acts of undesirable behaviour and/or intentional misuse of resources
- Preventing or disrupting a staff member or another student from carrying out his/her responsibilities
- Failure to observe safety rules/instructions or non-smoking directives

- Posting unauthorised notices on Institute premises
- Any act or omission which is likely to tarnish the reputation of the Institute
- Other serious violations of Institute regulations and rules or other serious matters affecting student and collegiate life

#### **6.2.3.2 Fines**

The Institute may impose fines for the following offences. Students who do not comply with the regulations are also responsible for the damage caused by their misconduct and any costs incurred.

- Property damage
- Smoking in non-designated smoking areas
- Possessing and drinking alcoholic beverages on campus without permission or outside the Bar
- Making excessive noise or disturbing other students
- Using Institute facilities after the designated time without permission
- Gambling on campus
- Removing food or utensils from the Dining Hall without permission
- Other violations of Institute regulations and rules
- Any other serious matters affecting students and collegiate life

#### **6.2.3.3 Procedure for Appeals against Disciplinary Measures**

Students may appeal against disciplinary measures in writing within 10 days of the notification of the measures, stating the grounds on which the appeal is made. The grounds for appeal against the decision based on the recommendation of the Committee on Student Conduct shall only be acceptable if fresh evidence is presented which for good reason had not been previously presented to the Committee. In all cases of appeal, the Committee's decision is the final decision of the Institute.

#### **6.2.3.4 Complaints and Appeals Relating to Disputes of Regulations, Academic Policy or Violation of Human Rights or Privacy**

The Institute supports the right of students to have access to a system of due process for complaints in matters of dispute of regulations, academic policy or violations of human rights or privacy. The basis of a complaint must be solely on the interpretation or implementation with respect to the individual, and not on the right or authority of IPU New Zealand to establish or to enforce such regulations or policies.

#### **Internal resolution of disputes**

Any student who submits a formal complaint will have the right to a formal review by the Institute. Upon submission, the Institute may set a review body comprised of impartial staff appointed under terms of the procedure to hear the issue raised, and to develop and present its findings in the form of a proposed resolution with regard to the issue raised.

- Any student can submit a formal complaint in writing regarding interpretation or implementation of institute regulations, academic policy or violations of human rights or privacy with respect to the individual for formal review by the Institute. This must be submitted to the President.

- Upon receipt of a formal written complaint, the President shall refer the complaint to an appropriate body (e.g. Academic Board, Senior Management, or Committee on Student Conduct, or an ad hoc review body).
- The appropriate body will hear the issue raised, and develop and present its finding to the complainant. A proposed resolution will also be provided.

If the complainant does not accept the terms of resolution of the review, or if the complaint is made regarding a decision by a review body mentioned above, he/she may make a formal appeal of these findings to the Chairman of the Board of Trustees. He/she must present new and substantive evidence to support the appeal and provide good reason why this was not presented to earlier.

A Special Committee consisting of the President, one representative from the Board of Trustees, one representative from the academic staff, one representative from the administrative staff and the President of the Student Association shall hear the appeal. Their findings will be conveyed to the review body and to the complainant.

#### **If your complaint is not resolved – contact NZQA**

The New Zealand Qualifications Authority (NZQA) is a government organisation which manages the quality of New Zealand qualifications, and also acts as the Administrator of the Education (Pastoral Care of International Students) Code of Practice.

NZQA has a process for complaints about providers. People who have a complaint about a NZQA registered provider are advised in the first instance, to raise the matter with the provider's management (IPU New Zealand). If the matter is not resolved satisfactorily, they may approach the Authority. A complaints form (<http://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/formal-complaint-form.pdf>) should be completed and submitted with supporting evidence to:

The Complaints Officer  
Quality and Assurance Division  
PO Box 160  
Wellington 6140

Or emailed to [qarisk@nzqa.govt.nz](mailto:qarisk@nzqa.govt.nz).

If you need more information on the complaints process, contact NZQA on:  
0800 697 296

#### **Or - if it is a financial dispute - you can contact iStudent Complaints**

**iStudent Complaints** is an independent body established to help resolve financial or contractual disputes with their educational provider or the provider's agents.

iStudent Complaints can be contacted at:

Phone: 0800 00 66 75  
Email: [complaints@istudent.org.nz](mailto:complaints@istudent.org.nz)  
Website: <http://www.istudent.org.nz/>

### **6.3 SUMMARY OF CODE OF PRACTICE FOR THE PASTORAL CARE OF INTERNATIONAL STUDENTS**

All international students enrolled with a New Zealand education provider are covered by the New Zealand Government's Education (Pastoral Care of International Students) Code of Practice 2016.

This is legislation that outlines the level of care that education providers, and their agents, must provide to international students while they live and study in New Zealand.

The education system is regulated with strong quality assurance systems across the board.

In general, as an international student you can expect that:

- the quality of teaching and learning you receive will meet high educational standards.
- the marketing and promotion information you receive before you enrol is clear, complete and accurate so you can make a well-informed decision about whether an education provider is the right choice for you.
- education providers' agents give you reliable information and act with integrity and professionalism.
- you will receive enough information and support to help you with your enrolment, including understanding the legal obligations you have, and that you will receive all the proper documentation.
- you are welcomed and have enough information, guidance and support to help you settle into your new life in New Zealand.
- your study environment is safe, and that you have a safe place to live.

#### **How can I get a copy of the Code?**

More information including a full copy of the code can be found at the NZQA website: [www.nzqa.govt.nz/providers-partners/education-code-of-practice/](http://www.nzqa.govt.nz/providers-partners/education-code-of-practice/).

#### **How do I know if an education provider has signed the Code?**

NZQA maintains a register of all signatories to the Code. This is available online from [www.nzqa.govt.nz](http://www.nzqa.govt.nz). If the education provider that you are seeking to enrol with is not a signatory to the Code you will not be able to study at that institution.

#### **What do I do if something goes wrong?**

The Code requires all institutions to have fair and equitable internal grievance procedures for students and you need to go through these internal processes before you can take the complaint any further. See 6.2.3.4 for IPU New Zealand's complaints process.

If your concerns are not resolved by the internal grievance procedures, you can contact the NZQA or iStudent Complaints. See 6.2.3.4 for contact details.

Full details of what is covered can be found in the Code itself.

***APPENDIX 10: Pastoral Care at IPU New Zealand***

## **Part 7 ADMINISTRATIVE RULES AND PROCEDURES**

### **7.1 FEE DESCRIPTIONS**

Fees may include activities fees, administrative fees, entrance fees, facility fees, Compulsory Student Services Fees (CSSF), textbook fees, tuition fees and, for those students who live in Institute accommodation, accommodation fees.

Where the tuition fee is described on an annual basis, this covers the usual course load of eight papers. Depending on the programme, students may enrol in extra papers for a separate, additional tuition fee.

### **7.2 PAYMENT OF FEES**

All fees must be paid by the due date set by IPU New Zealand unless special arrangements have been made.

### **7.3 NON-PAYMENT OF FEES**

The Institute has the right to exclude from the Institute any student whose fees have not been paid by the due date and cancel the student's enrolment. Exclusion means that students:

- are not eligible to attend class;
- no longer have access to Institute facilities, including Dining Hall and Halls of residence;
- may no longer be eligible to receive student allowances and/or student loans;

As long as a student owes any fees or fines,

- the student's academic results will be withheld;
- the student shall not be re-enrolled as a student of the Institute;
- the student shall not be entitled to have his/her record transferred to any other institution;
- the student will not be entitled to receive a copy of his/her academic record;
- the student's graduation will be delayed and the student will not receive his/her Degree or Diploma Certificate.

### **7.4 REFUNDS**

#### **7.4.1 Refund of Tuition and other fees**

IPU New Zealand's Student Refund Policy complies with the 1989 Education Act, the 2012 Gazette notice on Refund Requirements for International Students and the NZQA Student Fees Protection rules.



#### 7.4.1.1 Domestic Student refund

Where a domestic student notifies the Institute of their intention to withdraw:

	Tuition	CSSF	Accommodation
<b>Before course starts</b>	Full refund		
<b>Within 10 working days of course start date</b>	Full refund of paid fees less 10%		
<b>After 10 working days of course start date</b>	No refund	Pro-rata refund of any unused portion	Pro-rata refund of any unused portion

#### 7.4.1.2 International student refund

Where an international student notifies the Institute of their intention to withdraw

	Tuition	Accommodation Facility Textbooks	Other
<b>Before course starts (where offer of place has been accepted, regardless of visa results).</b>	Full refund less 10% of paid fees		
<b>Within 10 working days of course start date</b>	Full refund of paid fees less up to 25%		
<b>After 10 working days of course start date</b>	No refund	Pro-rata refund of any unused portion	No refund

#### 7.4.2 Student Fee Protection Policy

Sufficient funds are held to cover the refund due as per IPU New Zealand's Refund Policy for withdrawals and in the case of insolvency, cancellation of registration by NZQA and/or loss of accreditation or approval. Funds are held in the Soshi Gakuen Student Trust with Fitzherbert Rowe Lawyers, Palmerston North under the Trustee John Freebairn. In the case of school or course closure, the Academic Registry will contact students. If this is not possible, students are asked to make contact with NZQA.

### **7.4.3 Refunds as a Result of a Change in Residency Status**

If an international student gains Permanent Residency during their programme of study, there is no refund for the current term of study. However, a refund will apply for the subsequent semesters of study under the following conditions:

1. Residency is granted two months prior to the subsequent term of study; and
2. IPU New Zealand has not exceeded its domestic EFTS allowed by the TEC.

### **7.4.4 Definitions**

**“Paid fees”** includes any tuition, facility, compulsory student services fee, accommodation, textbook, application/enrolment, resource, examination, and orientation fees paid by student before withdrawal.

**“Pro rata refund”** is a partial refund for the portion of time paid for that remains after the withdrawal date. Facility/Compulsory Student Services Fee calculated by Semester, accommodation calculated by month, for example:

- If an international student moves out by the 5<sup>th</sup> of a month, there is no charge for the new month. Otherwise there will be a full charge for the new month.
- Domestic students are charged weekly.

**“Tuition fees”** refers to the amount paid for one year’s full time study (from the point of entry).

**“Full notification”** refers to the submission of all paperwork required by the Institute as part of the withdrawal process.

**“Course start date”** The date the Semester starts in the individual student’s academic year eg. Semester 1 start date for an April entry student.

**“Date of withdrawal”** will be taken as the date upon which full notification was received or the final date of class attended or the date upon which the student checked out of their on-campus room (whichever is the later).

### **7.4.5 Short Course Refunds**

For short courses over five weeks but less than three months, where a student withdraws within five working days the student can expect a seventy-five percent refund.

For other short programmes less than five weeks long, where a student withdraws within two working days of the course start date the student can expect a fifty percent refund.

### **7.4.6 Bond**

A student living in an Institute-provided accommodation facility must deposit a bond to cover any damage or loss to the Institute’s facilities. Bond will be refunded according to the Institute’s Refund Policy after a student graduates, withdraws or moves off campus. Bond will not be refunded for leave of absence students. Students must arrange for a room inspection and submit a refund form at the time they move off campus. Where no refund request has been received within two calendar months of a student graduating, withdrawing, or moving off campus, that student's bond will become property of the Institute.

#### **7.4.7 Date of Refund**

Within 5 days, where student has given full notification of withdrawal. Allow 28 days for all other cases, eg. overpayment, bond.

### **7.5 CONFIDENTIALITY POLICY**

The Confidentiality Policy is based on The Privacy Commissioner Act of 1992 and The Privacy Act 1993.

In due respect to privacy of students and staff, the Institute does not release any information regarding its students, employees, and other persons related to the Institute (e.g., host families, etc.), unless the individual involved provides the Institute with signed permission.

The Institute requests its students, employees, and other persons related to the Institute to respect each other's privacy.

### **7.6 SCHOLARSHIPS**

Japan-New Zealand Partnership Foundation or Soshi Education Group offers scholarships to students applying for entry to IPU New Zealand. Scholarships may be towards accommodation or tuition fees. IPU New Zealand acts as agent and monitors compliance by students with conditions of scholarships.

Recipients of scholarships are asked to sign a contract at the beginning of their studies. Scholarships are valid for the full duration of a programme of study. If a student takes a leave of absence for longer than one year, the contract will be void.

Scholarship students are expected to pass all papers with a C grade and above. If a student breaks the terms of contract, ie. fails a paper or has more than one restricted pass grade, the contract will be rescinded.

A student who maintains a grade average of A- (GPA  $\geq 7.0$ ) over the academic year will be offered a scholarship upgrade.

### **7.7 STUDENT IDENTIFICATION CARD**

A Student Identification Card is issued at the beginning of each Academic Year at the Admin Services Counter in the Administration Building. All students must carry their IDs and produce them for verification when on campus for various internal purposes.

Each student identification card expires at the end of the Academic Year.

If students withdraw during the year, they must hand in their ID card before leaving. The ID card is Institute property – it cannot be used by any person other than the individual to whom it is issued.

## **7.8 REPORTS FROM THE INSTITUTE**

### **7.8.1 Semester Academic Report**

The Semester Academic Report contains a student's final grades and attendance for the semester. For those students who have signed a consent form, a copy will be sent to the student's home address.

### **7.8.2 Address Change**

Any changes of a home or local mailing address must be given to the Academic Registry as soon as possible after the move has been made. A Change of Contact Details Form is available at the Admin Services Counter in the Administration Building. The Institute is not responsible for forwarding of mail without English addresses.

## **7.9 JOB SEARCH LEAVE**

### **7.9.1 Objective**

The objective of Job Search Leave is to support IPU New Zealand students in their search for employment as prospective graduates of the Institute. Eligibility is limited to final-year students, to take advantage of the specific recruiting procedures in the Japanese market.

### **7.9.2 Period of Job Search Leave**

A maximum of ten consecutive days is allowed for Job Search Leave.

### **7.9.3 Conditions of Job Search Leave**

During the period of approved Job Search Leave, the student will be considered as absent from classes for purposes of recording attendance, but will be allowed to catch up with missed course work to the extent of maintaining reasonable fairness to other students. The student is required to complete all paper assessments scheduled during the leave period. While a student may apply for leave for any period within the term, additional requirements may be imposed depending upon the timing of the leave with respect to the academic term. For example, special assessment requirements may be assigned for students taking job search leave during the last two weeks of a term.

### **7.9.4 Eligibility**

A student must be eligible to graduate from IPU New Zealand with a degree, a diploma or certificate during the academic year within which application for Job Search Leave is made.

### **7.9.5 Application Procedure**

A student must complete a formal application procedure and gain approval from the Institute prior to the intended starting date of job search leave:

1. Obtain the application form from the Head of School.
2. Complete the form.
3. Bring the form with all supporting information to the interview with the Head of School.
4. Discuss assessment issues with all teachers.

If a student is not physically present at the Institute's Palmerton North campus at the time of application, he/she should email the application form with all supporting information to [areg@ipu.ac.nz](mailto:areg@ipu.ac.nz) and CC to their Head of School. An interview can be arranged or conducted by telephone if applicable.

#### ***APPENDIX 16: Job Search Leave Application Form***

### **7.9.6 Responsibilities Upon Return from Job Search Leave**

Upon the student's return to IPU New Zealand following Job Search Leave, he/she must report to the Head of School and Career Advisor with additional supporting material if applicable.

### **7.9.7 Enrolment planning**

A student wishing to take job search leave before the completion of their study may take an extra paper in advance in discussion with their Head of School. The recommended way to do this, and not risk their graduation date by failing extra papers in their final year, is to take three papers in Term 3 of their second year and one extra paper in the fourth year.

## **7.10 DEPARTURE PROCEDURES**

### **7.10.1 Notification and Procedure**

A student wishing to take an extended leave of absence or to withdraw from the Institute must consult with the appropriate Head of School for the programme in which they are currently enrolled, with the reasons in writing for absence or withdrawal. Before officially being provided approval for the extended leave of absence or permission to withdraw, the student must complete interview procedures with appropriate staff in Student Support. Students must also complete the appropriate forms.

Formal withdrawal from IPU New Zealand, initiated by the student, must be submitted on the completed withdrawal forms and duly approved by the Head of School and President. The official date of withdrawal is the day upon which all forms are submitted.

### **7.10.2 Departure Procedures**

All graduating or withdrawing students are required to submit the following forms before exit.

- Room Check In/Out Form (Residential Students Only) (*Appendix 2*)
- Refund Form (Residential Students Only) (*Appendix 3*)

#### **7.10.2.1 Room Check In/Out Form (Residential Students Only)**

All rooms on campus must be checked by an appropriate staff member after they have been cleaned by the student, and the staff member must complete the Room Check Form. This form will be used when calculating bond refund.

#### ***APPENDIX 2: Room Check In/Out Form***

#### **7.10.2.2 Refund Form**

All students must complete a Bond Refund Form on exit. If there are no outstanding repairs or damage, etc, the residential bond will be refunded in full within one month of exiting the Halls of Residence.

#### ***APPENDIX 3: Refund Form***

### **7.10.2.3 NZ Immigration Notification (International Students Only)**

Academic Registry has to notify New Zealand Immigration Services immediately the student leaves IPU New Zealand.

### **7.10.2.4 Personal Belongings**

Personal belongings of a student who has left the Institute will only be stored for three months from the date of his/her departure. After more than three months, belongings will be disposed of at the discretion of the Institute and without notice to the student.

IPU New Zealand reserves the right to open any belongings stored at the Institute. Personal belongings of a student who has left the Institute that the Institute deems dangerous or inappropriate will be immediately disposed of at the discretion of the Institute and without notice to the student.

IPU New Zealand holds no liability for lost, damaged or disposed of belongings.

### **7.10.2.5 Student Mail**

Mail to a student who has left IPU New Zealand will be either returned to the sender or redirected to the forwarding address given by the student, at the discretion of the Institute and without notice to the student, for three months from the date of his/her departure.

### **7.10.3 Obligation of Payments**

If any money is due or any property is damaged, the leaving student has to compensate the Institute before his or her leaving date. If money is owed, it will be deducted from the bond or otherwise invoiced.

## **7.11 OFFICIAL DOCUMENTS**

Academic documents such as Academic Transcripts, Letter of Enrolment, Letter of Graduation (Prospective) and Letter of Graduation are provided by the Academic Registry upon request using the approved Document Request Form. Fees for documents and postage, if required, must be paid at the time the form is submitted.

- The Document Request Form is available at the Admin Services Counter in the Administration Building or on the IPU New Zealand website.
- A Document Request Form can be supplied when the Academic Registry receives a request. The Form must then be returned with payment for the requested documents and postage.
- From Japan, the Document Request Form is available at IPU New Zealand Tokyo Office. Please confirm payment procedures from staff at the Tokyo Office.

Issuing a document takes approximately five working days. Urgent requests will be considered.

***APPENDIX 4: Document Request Form***

### **7.11.1 Academic Transcripts**

Academic Transcripts include the paper codes, paper titles and grades for all papers for which the student enrolled.

### **7.11.2 Letter of Enrolment**

A Letter of Enrolment certifies that an applicant is currently enrolled at the Institute.

### **7.11.3 Letter of Graduation (Prospective)**

A Letter of Graduation (Prospective) certifies that an applicant is a prospective graduate of the Institute.

### **7.11.4 Letter of Graduation**

A Letter of Graduation certifies that an applicant has graduated from the Institute.

## **7.12 COPYRIGHT REGULATIONS**

A copyright is the legal right to own an original work - like a book, song, film or picture, and to control what happens to it. Only individuals or companies who create, make or publish original works are allowed to make money from them, as it is their intellectual property. This means that their work cannot be copied without permission. Unauthorised use of a copyright protected work is a legal infringement of copyright and may be subject to prosecution.

The relevant New Zealand law on copying is contained in the Copyright Act 1994. IPU New Zealand also subscribes to several licences annually in order to secure additional copying rights. Through this provision, copying in specific circumstances is permissible without express approval of the legal owner:

Appendix 18 Copyright Information Sheet provides an overview of materials and their permitted use at IPU New Zealand in accordance with the Copyright Act 1994 and/or our licences.

Further information on limitations under copyright law are available on Copyright Licensing Limited's website ([www.copyright.co.nz](http://www.copyright.co.nz)).

# Appendices



<b>Part 8 Appendices</b>	
Appendix 1	Graduating students exit checklist [example]
Appendix 2	Room Check In/Out Form
Appendix 3	Refund Form
Appendix 4	Document Request Form
Appendix 5	Enrolment Forms
Appendix 6	Change Form
Appendix 7A	Leave of Absence (LOA)/Withdrawal Checklist
Appendix 7B	Leave Of Absence Form (Japanese)
Appendix 7C	Withdrawal Form (Japanese)
Appendix 8A	Returning from Leave of Absence form
Appendix 8B	Returning from LOA Checklist (Japan)
Appendix 9	Request for letter of support for student visa
Appendix 10	Pastoral Care at IPU New Zealand
Appendix 11	Examples of Plagiarism and Academic Honesty
Appendix 12	Accommodation Policy (Policy Handbook Policy 12.1)
Appendix 13	Travel Plan Form
Appendix 14	Accommodation Change Request Form
Appendix 15	Moving Off Campus Criteria – International Students
Appendix 16	Job Search Leave Application Form
Appendix 17	Postgraduate Student Research Grant Fund Application Form
Appendix 18	Copyright Information Sheet
Appendix 19	Co-Authorship Agreement



## Very Important Checklist for 2017 Graduating Students

Graduating students need to follow the instructions below carefully.

1. Ensure you leave no footprints **before you leave campus:**
  - a. Return all library books and other items
  - b. Pay any fines owing
  - c. Clear your campus mailbox
  - d. Clear your safety deposit box
  - e. Close your bank account and/or inform bank of your new address
  
2. For students in on-campus accommodation **before you leave campus:**
  - a. Book a room check out with the Student Support team
  - b. Return your room key to Reception on the day of departure.  
After hours please post in Administration building door mailbox.
  
3. Ensure you submit any forms **within one month of completing your study:**
  - a. Complete all online forms
    - i. **Career Direction Survey**
    - ii. **Graduation Request Form**
  - b. Scan and email the appropriate **Refund Form** to [areg@ipu.ac.nz](mailto:areg@ipu.ac.nz)
  - c. Fill in the **Document Request Form** and pay any fee.
  - d. Japanese students should inform their Embassy **after** they return to Japan.  
Please visit <http://ezairyu.mofa.go.jp>
  
4. Pay any applicable fees **within one month of completing your study:**
  - a. Fees may be paid at the Reception counter or by bank transfer to IPU New Zealand.
  - b. If you require an invoice to deposit the fees, please email [finance@ipu.ac.nz](mailto:finance@ipu.ac.nz)

### **Bank account details**

Bank:	Westpac, Broadway Branch
Address:	43-45 Broadway Avenue, Palmerston North, New Zealand
Account Number:	03 0726 0390941 00
SWIFT Code:	WPACNZ2W
Payee:	IPU New Zealand
Payee's address:	57 Aokautere Dr, Fitzherbert, Palmerston North 4410, New Zealand
Phone:	+64 6 354 0922
Reference:	<u>Your name, Student ID and Grad 2017</u>

# ACCOMMODATION CHECK-IN/CHECK-OUT FORM



STUDENT ID

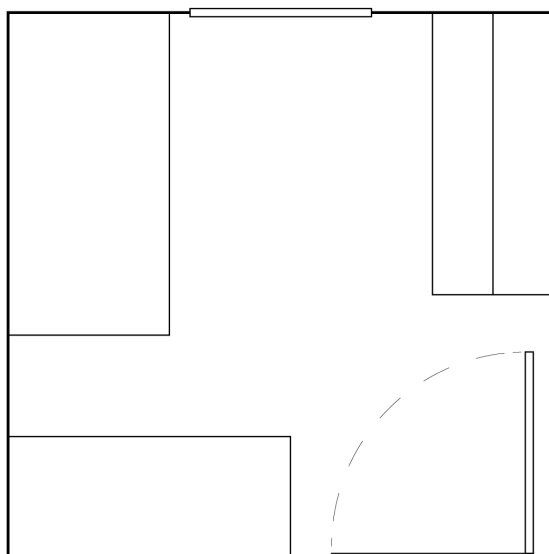
HALL

ROOM

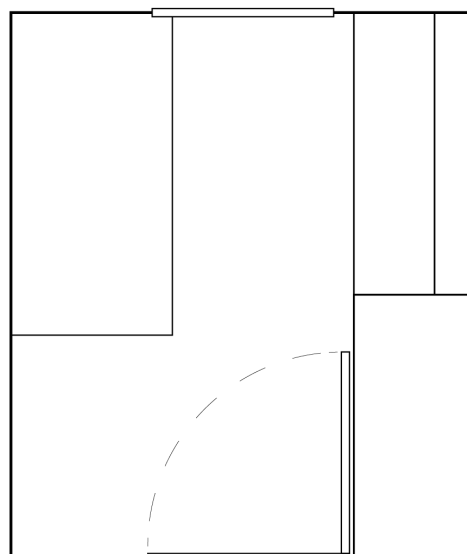
Student Name

ROOM ITEMS	\$	CHECK IN		CHECK OUT			COST
<b>BEDDING</b>							
Mattress & Protector	\$320	<input type="checkbox"/> OK	Old/New	<input type="checkbox"/> OK	<input type="checkbox"/> Missing	<input type="checkbox"/> Replace	
Pillow & Pillow Case	\$50	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Missing	<input type="checkbox"/> Replace	
Sheets - Flat & Fitted	\$60	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Missing	<input type="checkbox"/> Replace	
Duvet & Duvet Cover	\$160	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Missing	<input type="checkbox"/> Replace	
<b>FURNITURE &amp; MISC</b>							
Bed	\$250	<input type="checkbox"/> OK	Old/New	<input type="checkbox"/> OK	<input type="checkbox"/> Fix	<input type="checkbox"/> Replace	
Desk	\$600	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Fix	<input type="checkbox"/> Replace	
Chair	\$100	<input type="checkbox"/> OK	Old/New	<input type="checkbox"/> OK	<input type="checkbox"/> Fix	<input type="checkbox"/> Replace	
Drawers	\$200	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Fix	<input type="checkbox"/> Replace	
Wardrobe Door/Curtain	\$200	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Fix	<input type="checkbox"/> Replace	
Noticeboard	\$25	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Fix	<input type="checkbox"/> Replace	
Heater	\$250	<input type="checkbox"/> OK	Old/New Knob	<input type="checkbox"/> OK	<input type="checkbox"/> Check Knob/Thermostat		
Wire Basket (x1 or 2)	\$15	<input type="checkbox"/> OK	Quantity:	<input type="checkbox"/> OK	<input type="checkbox"/> Missing	<input type="checkbox"/> Replace	
Mirror	\$100	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Missing	<input type="checkbox"/> Replace	
Rubbish Bin	\$20	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Missing	<input type="checkbox"/> Replace	
<b>WALLS, CEILING &amp; FLOOR</b>							
Wallpaper/paint	\$500	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Worn	<input type="checkbox"/> Repaper/Paint	
Ceiling	\$150	<input type="checkbox"/> OK	Stains/Marks	<input type="checkbox"/> OK	<input type="checkbox"/> Clean	<input type="checkbox"/> Paint	
Ceiling Light	\$150	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Fix	<input type="checkbox"/> Replace	
Wall Lamp	\$70	<input type="checkbox"/> OK	<input type="checkbox"/> N/A	<input type="checkbox"/> OK	<input type="checkbox"/> Fix	<input type="checkbox"/> Replace <input type="checkbox"/> Bulb	
Desk Lamp	\$50	<input type="checkbox"/> OK	<input type="checkbox"/> N/A	<input type="checkbox"/> OK	<input type="checkbox"/> Fix	<input type="checkbox"/> Replace <input type="checkbox"/> Bulb	
Floor Covering	from \$600	<input type="checkbox"/> OK	Stains/Holes	<input type="checkbox"/> OK	<input type="checkbox"/> Stains/Holes	<input type="checkbox"/> Replace	
<b>WINDOWS &amp; DOOR</b>							
Window Glass	\$185	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Fix	<input type="checkbox"/> Replace	
Window Curtains & Nets	\$150	<input type="checkbox"/> OK	Stains/Holes	<input type="checkbox"/> OK	<input type="checkbox"/> Missing	<input type="checkbox"/> Replace	
Window Security Stays	\$70	<input type="checkbox"/> OK	<input type="checkbox"/> N/A	<input type="checkbox"/> OK	<input type="checkbox"/> Fix	<input type="checkbox"/> Replace	
Window Security Bar	\$100	<input type="checkbox"/> OK	<input type="checkbox"/> N/A	<input type="checkbox"/> OK	<input type="checkbox"/> Fix	<input type="checkbox"/> Replace	
Door	\$350	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Fix	<input type="checkbox"/> Replace	
Door Key/Barrel	\$150	<input type="checkbox"/> OK		<input type="checkbox"/> OK	<input type="checkbox"/> Replace		

## LARGE ROOM



## SMALL ROOM



TURN OVER >

## CHECK-IN

- I agree that any costs shown on the front page are my responsibility and I understand that I will be invoiced for them if I remove or damage any of the items on the list.
- I agree that the rules and regulations contained in the Academic Handbook of IPU New Zealand, an electronic copy of which is online under My IPU, form a part of this agreement and I agree to abide by those rules and regulations.
- I agree that any personal items in my room or on IPU New Zealand property are stored at my own risk. I acknowledge that IPU New Zealand shall have no liability whatsoever for my personal belongings.
- I agree that room checks will be held on a regular basis to ensure my room is kept in good order and in a hygienic condition. I will be notified of a room check in advance.
- Staff have explained that tape is not to be used on the walls or ceiling.

**STUDENT SIGNATURE**

**DATE**

\_\_\_\_\_  
**STAFF SIGNATURE**

\_\_\_\_\_  
**DATE**

---

## CHECK-OUT

**ROOM KEY**

Returned

Not Returned

**ROOM REDECORATION**

Not Required

Required (Min \$300)

**NOTES**

_____	_____
_____	_____
_____	_____
_____	_____

**TOTAL COST**

\_\_\_\_\_

**FORMS**

To be completed at Admin Office.  
Ticked off when completed by  
Academic Registry.

Forwarding Contact Details Form completed

Refund Form/Money owing completed by finance

Embassy Notification Form completed - International Students

---

## STORAGE

- I have put my belongings in storage at IPU New Zealand for the period I am on Leave of Absence. If I decide not to return to study, I will take the responsibility to organise to send or dispose of it.

**STORAGE NUMBER**

\_\_\_\_\_

**STUDENT SIGNATURE**

**DATE**

\_\_\_\_\_  
**STAFF SIGNATURE**

\_\_\_\_\_  
**DATE**



## REFUND FORM

### 1. Student's details

First name/s	<input type="text"/>	Last name	<input type="text"/>
Student ID	<input type="text"/>	Address	<input type="text"/>
Nationality	<input type="text"/>		
Phone	<input type="text"/>	Email	<input type="text"/>

### 2. I would like a refund of my:

Tuition fees   
  Accommodation   
  Bond   
  Other

### 3. I am requesting a refund for the following reasons:

Graduation	Withdrawal	Other (please specify)

### 4. Your bank account details (please complete your preferred option, A or B):

#### Option A – New Zealand Account Number:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

#### Option B – Overseas Account Number

(please note NZ\$25.00 bank transaction fee will be deducted from your refund).

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

Name of Account Holder

Bank:  Branch:

Country:  Branch Address:

Swift Code:

### 5. Student's Declaration

I hereby request IPU New Zealand to refund any Tuition, Accommodation and/or Bond upon completing and handing this refund to Administration Services. If I have any outstanding monies owed to IPU New Zealand, I agree for this amount to be deducted from my bond or refunds.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**REFUND ASSESSMENT – IPU NZ STAFF SECTION**

<b>STEP 1 – Academic Registry Team</b>				
Reason for Refund:				
Calculated Refund (attach supporting documents)	Tuition	Accommodation	Bond	Other(specify)
	\$	\$	\$	\$
Payment Due Date				
Processed by:				
Name:		Date:		Signature:



<b>STEP 2 - Finance Team</b>			
	Amount of Refund (taken from above)	Monies owing	Amount Payable
Tuition			
Accommodation			
Bond			
Other (specify)			
		Total Payable	
Processed by:			
Name:		Date:	
			Signature:



<b>STEP 3 - Approved for Payment by:</b>				
Academic Registry Manager	Signature		Date	
Student Support Manager (if applicable)	Signature		Date	
Finance Manager	Signature		Date	
Assistant BOT	Signature		Date	



<b>STEP 4 – Payment Confirmation</b>			
Payment Date:		Total amount payable:	
Processed by:			
Name:		Date:	
			Signature:

*Copy to Academic Registry*



# DOCUMENT REQUEST FORM

**Instructions:** Please complete this form and submit it with payment to IPU New Zealand Administration. Requests from off campus should be mailed to: IPU New Zealand, C/ Academic Registry, Private Bag 11021, Manawatu Mail Centre, Palmerston North 4442, New Zealand (email: AReg@ipu.ac.nz). IPU New Zealand's bank account is 03 0726 0390941 00 (SWIFT Code: WPACNZ2W)

Student Name  Family Name	First Name	Student ID
		Date of Birth / /
Enrolled Programme(s) 1 2		

Any official documents will not be issued if you have outstanding money owed to IPC. Please allow 3-5 working days (10-15 working days if couriered internationally).

**Applicant Signature:** ..... **Date of Request:** ..... / ..... / .....

I hereby authorise IPU New Zealand to provide the documents as requested below.

Document Requested (Please tick)	No. of Copies	Price (inc. GST)	Totals
<input type="checkbox"/> Academic Transcript		\$13.50 (the first copy)	\$
<input type="checkbox"/> Additional Copies If ordering Japanese translation, please count as original		\$6.00 per additional copy	\$
<input type="checkbox"/> Programme Confirmation		\$6.00 each	\$
<input type="checkbox"/> Letter of Enrolment		\$6.00 each	\$
<input type="checkbox"/> Letter of Graduation (Prospective)		\$6.00 each	\$
<input type="checkbox"/> Letter of Graduation (Completion)		\$6.00 each	\$
<input type="checkbox"/> Other (Please Specify)		\$	\$
			\$
<input type="checkbox"/> International Courier		\$50.00	\$
<b>TOTAL</b>			\$

Please indicate for what purpose this request is being made and where the document(s) will be submitted.

**Purpose:** ..... **To submit to:** .....

If you require a transcript and are enrolled in the current term, do you want IPU New Zealand to:

forward the current academic record. or  hold for inclusion of grades in the current term.

Delivery Instructions (Please tick)	
<input type="checkbox"/> Please deliver to me at IPU New Zealand.	
<input type="checkbox"/> Please mail to my home address	Phone: ..... Email: .....
<input type="checkbox"/> Please mail directly to this address	Phone: ..... Email: .....

## OFFICE USE ONLY

Received by Academic Registry	on ..... / ..... / .....	by ..... / ..... / .....	Receipt #
Document Issued	on ..... / ..... / .....	by ..... / ..... / .....	by

# ENROLMENT REQUEST FORM

Use pen not pencil. Please write clearly. You can either tick  or cross .

For more information or assistance, please email [Areg@ipu.ac.nz](mailto:Areg@ipu.ac.nz) or contact a student support officer.



## PERSONAL DETAILS

STUDENT ID

---

FAMILY NAME

---

FIRST NAME(S)

---

NATIONALITY

---

CURRENT PROGRAMME

---

## PROGRAMME ENDORSEMENT/MAJOR

BUSINESS STUDIES

Level 4 (Small Business)  Level 5 (Project Management)

LEVEL 5 TOURISM & TRAVEL STUDIES

LEVEL 5 NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE

DIPLOMA OF INTERNATIONAL STUDIES

Business Communication  Tourism

DIPLOMA OF JAPANESE STUDIES

BACHELOR OF CONTEMPORARY INTERNATIONAL STUDIES

International Business  TESOL & Language Studies

International Relations  Japanese Studies

GRADUATE DIPLOMA OF CONTEMPORARY INTERNATIONAL STUDIES

POSTGRADUATE DIPLOMA OF CONTEMPORARY INTERNATIONAL STUDIES

MASTER OF CONTEMPORARY INTERNATIONAL STUDIES

## ENROLMENT REQUEST

No.	PAPER CODE	PAPER TITLE	TIME CODE	DEAN'S APPROVAL
1				
2				
3				
4				

No.	PAPER CODE	PAPER TITLE	TIME CODE	DEAN'S APPROVAL
1				
2				
3				
4				

No.	PAPER CODE	PAPER TITLE	TIME CODE	DEAN'S APPROVAL
1				
2				
3				
4				

## STUDENT DECLARATION

- i) I hereby request my enrolment for the semesters shown above.
- ii) I understand I can add papers until Friday week 1 and may withdraw papers until Friday week two. After that, I can withdraw at cost. (See Academic Handbook 4.4.3)
- iii) I understand that I am expected to enrol in an annual load of eight papers. I must enrol in a minimum of three papers in Semester 1 and 2 if I am on a student visa. I must enrol in a minimum of seven papers in a year to be eligible for StudyLink. I can take a maximum of four papers in Semester 1 and 2 (15 weeks) and one paper in Summer Term (8 weeks).
- iv) I understand that if I take more than eight 15-credit papers (or five 30-credit papers), extra paper fees will apply.
- v) I understand that my enrolment request will not be processed and finalised until I pay any outstanding fees and/or have applied for a new student visa/variation of conditions where necessary.
- vi) I agree that a monetary penalty of \$50.00 will be incurred if I do not complete my enrolment by the due date.

STUDENT'S SIGNATURE

DATE

---



---

ANY CHANGES FROM HEAD OF SCHOOL

---

HEAD OF SCHOOL'S SIGNATURE

DATE

---



---



# CHANGE REQUEST FORM

Use pen not pencil. Please write clearly. You can either tick  or cross .

For more information or assistance, please email [Areg@ipu.ac.nz](mailto:Areg@ipu.ac.nz) or contact a student support officer.



FAMILY NAME

FIRST NAME(S)

STUDENT ID

CHANGE OF ENROLMENT FOR  SEMESTER ONE  SEMESTER TWO  SUMMER TERM

## ADD

No.	PAPER CODE	PAPER TITLE
1		
2		
3		
4		

## WITHDRAW

No.	PAPER CODE	PAPER TITLE
1		
2		
3		
4		

APPROVED BY HEAD OF SCHOOL

DATE

## CHANGE OF PROGRAMME OF STUDY

CURRENT PROGRAMME

REQUESTED PROGRAMME

APPROVED BY HEAD OF SCHOOL

DATE

## STUDENT DECLARATION

- i) I hereby request this change to my enrolment for the semesters shown above.
- ii) I understand I can add papers until Friday week 1 and may withdraw papers until Friday week two. After that, I can withdraw at cost. (See Academic Handbook 4.4.3)
- iii) I understand that I am expected to enrol in an annual load of eight papers. I must enrol in a minimum of three papers in Semester 1 and 2 if I am on a student visa. I must enrol in a minimum of seven papers in a year to be eligible for StudyLink. I can take a maximum of four papers in Semester 1 and 2 (15 weeks) and one paper in Summer Term (8 weeks).
- iv) I understand that if I take more than eight 15-credit papers (or five 30-credit papers), extra paper fees will apply.
- v) I understand that my enrolment request will not be processed and finalised until I pay any outstanding fees and/or have applied for a new student visa/variation of conditions where necessary.

STUDENT SIGNATURE

DATE

## OFFICE USE ONLY

Registry Date	Finance Date
---------------	--------------



### Checklist for Withdrawal / Leave of Absence (LOA)

Document		Instructions
1	<b>Meet Student Support Manager to do an Exit interview.</b>	<ul style="list-style-type: none"> <li>Send an email for an appointment.</li> </ul>
2	<b>Meet your Dean. Take Letter of Request for Withdrawal or LOA</b>	<ul style="list-style-type: none"> <li>Must be addressed to your Dean.</li> <li>Must be dated, printed and signed.</li> <li>Must include your name, Student ID, and the reasons for your request.</li> <li>Bring your letter of request (and parent's if applicable) and completed change form.</li> <li>Must be submitted to your Dean.</li> </ul>
3	<b>Parent's Letter of Consent</b> (Undergraduate international students only)	<ul style="list-style-type: none"> <li>Must include your name, Student ID, and the reasons for your request.</li> <li>Email message is acceptable but must be printed from your webmail or email application so the message will show the timestamp and other details.</li> <li>Any parent's letter needs to come with its English translation.</li> <li>Japanese parents to receive a consent form.</li> </ul>
4	<b>Change Form</b> (if applicable)	<ul style="list-style-type: none"> <li>Complete to withdraw your current/next enrolled papers.</li> </ul>
4	<b>Exit Process</b>	<ul style="list-style-type: none"> <li>Start the exit process from two weeks before you leave.</li> <li>Return all library books and other items.</li> <li>Pay any fines owing.</li> <li>Clear your campus mailbox.</li> <li>Clear your safety deposit box.</li> <li>Close your bank account and/or inform bank of your new address.</li> </ul>
	<b>Room check-out and room key return</b> (On-campus students only)	<ul style="list-style-type: none"> <li>Make an appointment with student support in Admin</li> <li>Return your room key to Admin (or Admin mailbox on its main door if after hours).</li> </ul>
6	<b>Refund Form</b> (Japanese students include this information on the parents' consent form)	
7	<b>Embassy Form</b>	<ul style="list-style-type: none"> <li>Japanese students to complete online at <a href="https://www.ezairyu.mofa.go.jp/RRnet/">https://www.ezairyu.mofa.go.jp/RRnet/</a> after return to Japan.</li> <li>International students complete hard copy.</li> </ul>
8	<b>Visa Termination to be completed by IPU New Zealand</b>	If going on Leave of Absence, IPU New Zealand will inform Immigration New Zealand of the reason.

NB:

- Students who request LOA need to have an intention of returning to study. The maximum period of LOA is for 12 months.
- Foundation Programme students may take LOA in compulsory Term 3, whereas non-Foundation Programme students do not need to request leave in optional Term 3.
- IPU New Zealand will notify Immigration New Zealand of any change of student status.
- The above information will be held on record by IPU New Zealand and in the case of international student, your contact address will be forwarded to your home Embassy.
- IPU will not ship any personal belongings and you must return to campus to collect anything you leave behind. You also give IPU the right to dispose of any belongings still remaining three months after you leave campus.
- Deductions will be made from your bond as needed to cover the cost of any outstanding fines, library items or room keys. Moreover, you will not be provided with any official documents if you don't pay my dues. \*Submit Refund Form for bond refund.
- For queries please email Academic Registry (AReg@ipu.ac.nz) about academic matters or Finance (Finance@ipu.ac.nz) about financial matters.

## 休 学 願

学生氏名（漢字） \_\_\_\_\_

学生氏名（ローマ字） \_\_\_\_\_

学籍番号 \_\_\_\_\_

上記学生が国際大学 IPU ニュージーランドを下記の期間および理由に基づいて休学することに保護者として同意します。

休学を開始する学期

復学予定の学期

20 \_\_\_\_\_ 年度 \_\_\_\_\_ 学期

20 \_\_\_\_\_ 年度 \_\_\_\_\_ 学期

休学理由（※）

.....
.....
.....
.....

住所 〒 \_\_\_\_\_

電話番号 \_\_\_\_\_

メールアドレス \_\_\_\_\_ @ \_\_\_\_\_ (パソコン用アドレスのみ)

保護者署名・押印 \_\_\_\_\_ 印 署名日 20 \_\_\_\_\_ 年 \_\_\_\_\_ 月 \_\_\_\_\_ 日

(※)

- 休学は、学生本人に復学の意思がある場合にのみ、相応の理由をもって認められます。休学理由は上記に詳しく記載下さい。
- 原則として、休学は1回あたり翌学期開始時までとし、休学期間を延長した場合を含め、最長1年間まで認められます。休学願の承認後、上記記載のメールアドレス（もしくは住所）にその旨を通知致します。
- 休学理由が上記スペースに収まらない場合、休学理由を証明する文書等がある場合には、別紙に記載の上、合わせて提出下さい。
- 納入済み費用のうち、復学時に繰り越せる費用がある場合、その費用は休学期間中はお預かりし、復学時からの費用に充てられます。
- 復学願提出と学生ビザ申請は復学開始日の遅くとも2カ月前に行う必要があります。手続きの詳細については、別途お送りする復学手続きに関する案内を参照下さい。

## 退 学 願

学生氏名 (漢字) \_\_\_\_\_

学生氏名 (ローマ字) \_\_\_\_\_

学籍番号 \_\_\_\_\_

上記学生が国際大学 IPU ニュージーランドを下記の理由により退学することに保護者として同意します。

退学理由 (※)

.....
.....
.....
.....

住所 〒 \_\_\_\_\_

電話番号 \_\_\_\_\_

メールアドレス \_\_\_\_\_ @ \_\_\_\_\_ (パソコン用アドレスのみ)

保護者署名・押印 \_\_\_\_\_ 印 署名日 20 \_\_\_\_ 年 \_\_\_\_ 月 \_\_\_\_ 日

(※)

- 退学願の承認後、その旨を上記記載のメールアドレス（もしくは住所）に通知致します。
- 退学理由が上記スペースに収まらない場合、退学理由を証明する文書等がある場合には、別紙に記載の上、合わせて提出下さい。

# APPLICATION TO RETURN FROM LEAVE OF ABSENCE



Use pen not pencil. Please write clearly. You can either tick  or cross .

For more information or assistance, please email [Areg@ipu.ac.nz](mailto:Areg@ipu.ac.nz) or contact a student support officer.

## PERSONAL DETAILS

### STUDENT ID

\_\_\_\_\_

### TITLE

Mr  Mrs  Miss  Ms

### LEGAL FAMILY NAME (As shown on passport)

\_\_\_\_\_

### LEGAL FIRST NAME(S) (As shown on passport)

\_\_\_\_\_

### PREFERRED NAME

\_\_\_\_\_

### DATE OF BIRTH

\_\_\_\_\_

### PERMANENT ADDRESS (In home country)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### HOME PHONE

### MOBILE PHONE

\_\_\_\_\_

### EMAIL ADDRESS

\_\_\_\_\_

### NEXT OF KIN/EMERGENCY CONTACT NAME

\_\_\_\_\_

### NEXT OF KIN/EMERGENCY CONTACT PHONE NUMBER

\_\_\_\_\_

### NEXT OF KIN/EMERGENCY CONTACT ADDRESS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## STUDENT DECLARATION

- i) I declare all information is true and complete.  
 ii) I have included a statement of purpose essay with this form if required.  
 iii) I understand that IPU New Zealand has the right to decline my application.

### STUDENT'S SIGNATURE

### DATE

\_\_\_\_\_

\_\_\_\_\_

## OFFICE USE ONLY

APPROVED  NOT APPROVED

HOS SIGNATURE		DATE	
---------------	--	------	--

## PROGRAMME ENDORSEMENT/MAJOR

### BUSINESS STUDIES

Level 4 (Small Business)  Level 5 (Project Management)

### LEVEL 5 TOURISM & TRAVEL STUDIES

### LEVEL 5 NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE

### DIPLOMA OF INTERNATIONAL STUDIES

Business Communication  Tourism

### DIPLOMA OF JAPANESE STUDIES

### BACHELOR OF CONTEMPORARY INTERNATIONAL STUDIES

International Business  TESOL & Language Studies  
 International Relations  Japanese Studies

### GRADUATE DIPLOMA OF CONTEMPORARY INTERNATIONAL STUDIES

### POSTGRADUATE DIPLOMA OF CONTEMPORARY INTERNATIONAL STUDIES

### MASTER OF CONTEMPORARY INTERNATIONAL STUDIES

## PLANNED RESTART MONTH

Semester 1  April  June\*  
 Semester 2  August  October\*  
 Summer Term  January  
 \* English Language Studies Only

## DATE OF ARRIVAL & ACCOMMODATION

### PLANNED DATE OF ARRIVAL

\_\_\_\_\_

Note: Do not purchase an air ticket until you have a visa

### ACCOMMODATION OPTIONS (please select your preference)

SMALL SINGLE ROOM

LARGE SINGLE ROOM

HOMESTAY

Please Note: Students cannot specify a particular hall and room upon the application. All rooms are subject to availability. IPU New Zealand will allocate you your choice of room wherever possible.

## 注意点：

- ①休学を開始した日から一年以内に復学しなければならない。
- ②復学にあたってビザ申請を日本で行う必要がある。
- ③休学から復学するには、最低でも復学する学期が始まる3ヶ月前に IPC へ連絡をしなければならない。



## 復学への流れ（手続き順）

手続き	手続き時期	手続き内容
復学届と英文エッセイの提出	復学日（学期開始日）の約3カ月前 1学期に復学： 1月中旬まで、 2学期に復学： 5月上旬まで、 3学期に復学： 10月上旬まで	<ol style="list-style-type: none"> <li>復学者本人が復学届にもれなく記入（希望する部屋のタイプ、キャンパス到着予定日も記載）</li> <li>英文エッセイ（復学希望のプログラム、復学の時期とその理由を含む復学後の学習計画、および卒業後のキャリアプラン）を提出。Please write a brief description of your study plan at IPU New Zealand. (i.e. which programme you want to enrol in; when, why and how the programme meets your career intentions).作成日を記し署名。</li> <li>復学届と英文エッセイをニュージーランド事務局宛てに郵送するか、スキャンし、添付ファイルにてメール送信</li> </ol> <p>➤ 上記文書の提出を受け、復学の可否とその条件を大学側で検討</p>
学費の納入		復学承認の後、本学から届く学費請求書に基づき費用を納入
任意の留学生用保険への加入		<ol style="list-style-type: none"> <li>保険開始日は日本出発予定日とし、申請するビザの有効期間に合わせて通常12カ月間、またはそれ以上とする</li> <li>保険加入後、証書の写しをニュージーランド事務局宛てに郵送するか、スキャンし、添付ファイルにてメール送信</li> </ol>
学生ビザの申請 ➤ 復学には学生ビザ取得が必ず必要 ➤ 履修登録の最終日は各学期第1週の平日最終日	復学日の約2カ月前	<ol style="list-style-type: none"> <li>ビザ申請センターのウェブサイト（<a href="http://www.vfsglobal.com/newzealand/japan/Japanese/index.html">www.vfsglobal.com/newzealand/japan/Japanese/index.html</a>）の指示に従い、適時に申請。</li> <li>履修許可証（Offer of Place）（=NZの学校からのレター）は、学費の納入、留学生用保険への加入を確認後、メールにて発行。追加書類の成績表はNZ事務局で在學生に配布している英文の期末成績書（通常は直近1年分）で代用可</li> </ol>
授業履修登録	ビザ取得次第	授業履修登録を英文メールで願い出る
キャンパス到着日・時刻の通知	航空券を購入次第	学生サポート課宛て（ <a href="mailto:studentsupport@ipu.ac.nz">studentsupport@ipu.ac.nz</a> ）に英文メールにて必ず通知
キャンパス到着時		ニュージーランド事務局にパスポートとビザと海外旅行保険を必ず提示
メール先		Academic Registry（教務課）宛て <a href="mailto:Areg@ipu.ac.nz">Areg@ipu.ac.nz</a>

## Request for letter of support for student visa



Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Programme: \_\_\_\_\_

### **IPU New Zealand Policy on support for student visa applications**

At times Immigration New Zealand will request a letter of support from the Institute before granting the student a new visa. In the case where IPU New Zealand agrees to provide a support letter to the student, the student is expected to attend regularly and perform to a high standard in subsequent terms. If the student does not meet expected attendance levels or show sufficient academic improvement, the Institute will not provide any further support for later visa applications.

### **Student statement:**

I acknowledge that if IPU New Zealand provides me with a letter to support my application for a student visa, I am promising both Immigration New Zealand and IPU New Zealand that I intend to honour the new student visa contract, if it is granted. I agree to attend all classes and complete all assignments or other class work on time. I will put in an appropriate level of effort to pass all my papers.

I have read the relevant Institute policy, above, from the Academic Handbook (4.2.4.2). I understand that should I fail any papers, or miss classes without adequate reason, IPU New Zealand will provide no further support for future visa applications.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Office Use Only:

Received Date: \_\_\_/\_\_\_/\_\_\_

Signature: \_\_\_\_\_

Letter of support issued/ declined: \_\_\_/\_\_\_/\_\_\_

Signature: \_\_\_\_\_

# Pastoral Care at IPU New Zealand

Co-ordination and Responsibilities updated April 2019. The Student Support Manager is responsible for Pastoral Care and reports to the Director of Services.

Section	Personnel Responsible	Key Tasks for each Section
Governance	<u>Chair of Board of Trustees</u>	<ul style="list-style-type: none"> <li>• The level of all fees including Tuition, the Administration fee, and the Accommodation Fee</li> <li>• Institute Marketing and promotional material</li> <li>• Maintaining and filing relevant documentation</li> </ul>
Finance	<u>Financial Controller</u>	<ul style="list-style-type: none"> <li>• Withdrawal of students from the Institute and fee refunds</li> </ul>
Recruitment	<u>Recruitment and Marketing Staff</u> <u>Members</u> <u>PR Staff</u>	<ul style="list-style-type: none"> <li>• Provision of accurate and up to date information to prospective international students.</li> <li>• Liaising with contracted agents</li> </ul>
Career Support	<u>Student Support Manager</u> <u>Careers Staff</u> <u>Internship Coordinator</u>	<ul style="list-style-type: none"> <li>• Individual Career Development and employability skills training</li> <li>• Engaging with local community and industry to maintain pathways for our graduates</li> </ul>
Academic Registry	<u>Academic Registry Manager</u>	<ul style="list-style-type: none"> <li>• Admissions and Enrolment</li> <li>• Sending pre-orientation information</li> <li>• Visa applications</li> <li>• Registering insurance</li> <li>• Liaising with government departments</li> </ul>
Student Support	<u>Student Support Manager</u>	<ul style="list-style-type: none"> <li>• Provision and assessment of Accommodation including homestay</li> <li>• Monitoring attendance (ensuring welfare)</li> <li>• Internal grievance procedures</li> <li>• Advising students of the existence of the New Zealand Qualifications Authority (NZQA) and the Dispute Resolution Service (DRS) and the grievance procedures</li> <li>• Organising the orientation programme</li> <li>• Assistance to students facing difficulties</li> <li>• Referrals to Health professionals</li> </ul>



		<ul style="list-style-type: none"> <li>• Caring for students with additional needs and identifying these students</li> <li>• Advising students of where to find information</li> <li>• Provision of Health Clinic and Counselling services</li> <li>• Advising and counselling students</li> <li>• Providing referral to external specialists</li> <li>• Monitoring student well-being</li> <li>• Maintaining confidentiality and discretion</li> <li>• Assisting to identify and resolve student issues</li> </ul>
Security	<b><u>Student Support Manager</u></b>	<ul style="list-style-type: none"> <li>• Maintain the security of the Institute</li> <li>• Provide advice to students in relation to NZ Law and act or represent them when and as required</li> <li>• Provide the first point of contact for issues that arise</li> <li>• Liaise with the Security Contractors to ensure the provision is appropriate and effective.</li> </ul>
Residential Services	<b><u>Student Support Manager</u></b>	<ul style="list-style-type: none"> <li>• Accommodation allocation</li> <li>• Accommodation meets students needs, including hygiene</li> <li>• Under eighteen residential care</li> <li>• Ensure any issues in the halls are remedied in a timely manner</li> <li>• Determine and monitor homestay suitability</li> </ul>
Academic Staff	<b><u>Heads of School</u></b>	<ul style="list-style-type: none"> <li>• Enrolment and academic guidance</li> <li>• Assessment of prospective international students</li> <li>• Counselling and personal guidance</li> <li>• Attendance follow-up</li> </ul>

## EXAMPLES OF PLAGIARISM AND ACADEMIC DISHONESTY

Honesty in academic writing involves writing assignments (including reports and essays) and test answers in your own words, and correctly acknowledging when you have used words, information, opinions or ideas from another source. If you are not honest in your academic work, then you are guilty of plagiarism. Plagiarism is regarded as a serious problem for two main reasons.

1. Cheating and pretending that someone else's work is your own, is considered to be dishonest. If you copy from a book without citing a source for example, you are stealing the work of another person.
2. When you write assignments in your own words and acknowledge sources of information (including words, facts, opinions etc.) correctly, you can prove to your teacher that you have made the most of your opportunity to learn and now have a good understanding of the subject. Copying other people's work and pretending it is your own suggests that you may not have a good understanding of the subject.

There are four main types of plagiarism identified in the IPU New Zealand Academic Honesty Policy: (1) Direct Copying, (2) Recycling, (3) Assignment Cheating and (4) Exam/Test Cheating.

**Different types of copying are explained in the next section.**

### Copying

*Copying* is a type of plagiarism that involves handing in work that includes someone else's words, ideas, or data without appropriately acknowledging the source, or does not show exactly copied work as a quotation. Three types of copying are:

1. Direct copying
2. Inadequate paraphrasing
3. Cut & paste

### Examples of Three Types of Copying

The paragraphs in the boxes below were taken directly from two environmental studies textbooks. The information from the textbooks could be used to help answer an assignment question.

From Miller, G. Tyler (1999). *Environmental Science*. 7th edition, p. 20:

"The world's population is still growing rapidly and is projected to increase from 5.84 billion to 8 billion between 1997 and 2025."

From Botkin, D. & Keller, E. (1995) *Environmental Science: Earth as a Living Planet*, p. 93:

"Some believe that our technologies will allow us to colonize previously unused areas, such as the Antarctic and even the deep sea; this may be possible to a limited extent. Others suggest that we can take care of the Earth's population problems by creating space stations or migrating to other planets. But these solutions could take care of only a fraction of the 93 million people added each year to the human population. We may be able to inhabit other planets, but this is not a solution for world problems."

The following pages show examples of how the textbook information could be plagiarised in an assignment in three different ways:

**Direct Copying** = exact reproduction of the original text or visuals, ideas, and/or data without in-text citation.

**EXAMPLE :**

The world's population is still growing rapidly and is projected to increase from 5.84 billion to 8 billion between 1997 and 2025. Some believe that our technologies will allow us to colonize previously unused areas, such as the Antarctic and even the deep sea; this may be possible to a limited extent. But these solutions could take care of only a fraction of the 93 million people added each year to the human population (Botkin & Keller 1995, p. 93).

**Comments about the example:**

In this example whole sentences have been copied and should have quotation marks around them. Miller is not cited as a source for information in the first sentence at all.

\*\*\*\*\*

**Inadequate paraphrasing** = exact copying of text passed as paraphrase by providing in-text citation but no quotation marks.

**EXAMPLE :**

Some people believe that technology will allow us to live in areas that were previously unused (eg: the Antarctic or deep ocean) and this could be possible to a limited extent. Other people think that the Earth's population problem can be taken care of by moving to space stations or other planets. But these solutions would only affect some of the 93 million people added to the world population each year. Going to live on other planets will not solve the problem (Botkin & Keller 1995, p. 93).

**Comments about the example:**

In this paragraph, sentences from Botkin & Keller have been copied and some changes have been made by substituting different words and changing word order. The writing is clearly not original. In order to improve this example, the information needs to be fully paraphrased.

\*\*\*\*\*

**Cut & Paste** = putting copied and/or inadequately paraphrased text throughout, with or without in-text citation.

**EXAMPLE 1:**

The world's population is projected to increase to 8 billion between 1997 and 2025, but some believe that our technologies will allow us to colonize and suggest that we can take care by creating space stations. But this is not a solution for world problems.

**Comments about example 1:**

In this example pieces of sentences have been copied and pasted together without use of quotation marks, plus there are no references cited. Also, what has been written is not clear in meaning.

\*\*\*\*\*

**EXAMPLE 2:**

The world's population is growing rapidly and some believe our technologies will allow us to take care of the Earth's population problems by migrating to other planets, but this is not a solution for world problems.

**Comments about example 2:**

Although this paragraph makes sense, it still consists of pieces of text that have been copied and pasted together. The paragraph is not an original piece of work. No sources for the information have been cited.

\*\*\*\*\*

**EXAMPLE 3:**

The world's population is growing rapidly and some believe our technologies will allow us to take care of the Earth's population problems by migrating to other planets, but this is not a solution for world problems (Botkin & Keller 1995, p. 93).

**Comments about example 3:**

This is the same paragraph as the one in example 2. This time a source has been cited, but the paragraph still consists of pieces of text that have been directly copied. Any text which is directly copied from another source must be shown in quotation marks.

\*\*\*\*\*

**Examples of Acceptable Work**

The paragraphs from the environmental studies books could be used as sources to write academic work that is honest and does not include plagiarism. Here are two examples of acceptable use of the textbooks as sources of information:

**EXAMPLE 1:**

There are around 93 million people added to the world's population every year (Botkin & Keller 1995, p. 93), and the total world population is expected to reach 8 billion by the year 2025 (Miller 1999, p. 20). Botkin & Keller (1995, p. 93) note it has been suggested that in the future humans will be able to go and live on space stations or other planets, but they believe that "this is not a solution for world problems" because only a small number of people could leave.

**EXAMPLE 2:**

According to Botkin & Keller (1995, p. 93), there are about 93 million people added to the world population every day. By the year 2025 the total world population could reach 8 billion (Miller 1999, p. 20). The possibility of people going to live on other planets or space stations "is not a solution for world problems" (Botkin & Keller 1995, p. 93) because only a small number of people could leave Earth.

**Comments about examples 1 and 2:**

These two examples of acceptable work include information from Miller and from Botkin & Keller, and a copied phrase from Botkin & Keller. All information sources are cited, and copied material is shown in quotation marks.

\*\*\*\*\*

POLICY NAME	<b>Accommodation Policy</b>		
POLICY NUMBER	<b>12.1</b>	RESPONSIBILITY	Director of Services
APPROVAL DATE	21/01/2015	REVIEW DATE	Under review
<b>Policy Statement</b>			
<p>IPU New Zealand ensures its compliance with the Code of Practice for the Pastoral Care of International Students, and provides students with appropriate accommodation options. The following procedures are set to meet the specific needs and requirements regarding all students including international students under the age of 18 years.</p>			
<b>Procedure</b>			
<ol style="list-style-type: none"> <li>1. IPU New Zealand and Homestay Host(s) agree to provide a safe, courteous environment in compliance with all relevant statutory requirements.</li> <li>2. In the event of any health or other concerns that affect the student, IPU New Zealand and/or the Homestay Host(s) will ensure that the student receives the appropriate medical care and/or attention required. There are medical services available at the Health Clinic on campus during weekdays. On weekends or public holidays students may attend City Doctors; the costs will be met by student / health insurance. <p>All Host(s) are made aware that in an emergency situation they must call IPU New Zealand immediately after contacting the usual emergency services.</p> </li> <li>3. IPU New Zealand and Homestay Host(s) agree to discuss any serious concerns regarding the student, if any, in a timely manner so that they can co-operate to help resolve the issues, ensuring the student's wellbeing as well as optimising his/her experience in New Zealand.</li> <li>4. If deemed appropriate, the Institute may withdraw and/or relocate the student from/to his/her Halls of Residence and/or Homestay Host(s), in compliance with all relevant statutory requirements.</li> <li>5. If both Homestay Host(s) and parents of the student agree to let the other party know their contact details, they may communicate directly between them. Otherwise, the Institute liaises with both of them to help enhance their communication.</li> <li>6. All international students under the age of 18 years will be accommodated in either approved Homestays or in the Under 18's Halls of Residence on Campus with the support of their on-campus supervisors, so that provision of pastoral care for them is ensured.</li> </ol>			

## Travel Plan Form



Name: _____		ID: _____
Family	First Name	
Hall: _____	Room: _____	Mobile Phone Number : _____
Are you going away from IPU New Zealand for the break:		Yes / No
Reason for Travel:	<input type="checkbox"/> Holiday <input type="checkbox"/> Job Search	Other _____
Leaving IPU NZ on:	____/____/____ <small>Day Month Year</small>	Time ____:____
Returning to IPU NZ on:	____/____/____ <small>Day Month Year</small>	Time ____:____

**This Form MUST be handed into Admin Services 3 days BEFORE Departure  
(After Hours Phone 0800 355050)**

Contact Details While Away:			
Date	Address	Country	Phone Number/Mobile

**IMPORTANT:** You **MUST** inform IPU New Zealand if your returning date or plans change.  
**email : [helpme@ipu.ac.nz](mailto:helpme@ipu.ac.nz)**

Office Use Only		Comments:
Details checked by _____	<input type="checkbox"/>	<div style="border: 1px solid black; height: 100px; width: 100%;"></div>
Details entered into database	<input type="checkbox"/>	
Fixme emailed (& cc'd to Dean if effects attendance)	<input type="checkbox"/>	
Key Returned	<input type="checkbox"/>	
Room packed correctly (during summer break)	<input type="checkbox"/>	

# Accommodation Change Request Form



Name: \_\_\_\_\_ ID No: \_\_\_\_\_ Nationality: \_\_\_\_\_

<p>Currently staying in: <input type="checkbox"/> Hall ____ Room ____ <input type="checkbox"/> Homestay</p> <p>Requesting move to: <input type="checkbox"/> Hall ____ <input type="checkbox"/> Large Single room <input type="checkbox"/> Small Single room <input type="checkbox"/> Double room <input type="checkbox"/> Homestay</p> <p>Requesting to move on: ____ / ____ / ____ (Date)</p>
--

Reason for request (be specific as possible): \_\_\_\_\_

\_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Please submit this form to a staff member at **Administration**.

## Office use only:

### Residential Services

Received on: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ By: \_\_\_\_\_

### Academic Registry

Received on: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ By: \_\_\_\_\_

### Accommodation Request Approved By

Application for room move: Accepted / Declined

Signature of Student Support Manager: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

### Residential Services Senior Assistant

This room will be available from: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Room: \_\_\_\_\_

Student moved and room checks done: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Database updated: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Japanese (Japan Office)  International/NZ & PR (Finance)

Refund / Extra Charge

Fee Change: (previous room) \_\_\_\_\_ ( /8 instalments) -> (new room) \_\_\_\_\_ ( /8 instalments)

Signature of Student Support Manager: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



## Moving Off Campus Criteria – International Students

From time to time students will ask for permission to leave the halls of residence and move into town and set up a flat or live with relatives.

The following criteria should be made known to students and adhered to by Student Support Staff throughout the approval process.

1. If a student has attained 22 years of age, then they are eligible to live off campus.
2. In all other cases the following criteria apply:
3. If the student is in their last year of study, then they may be allowed to move off campus regardless of GPA so long as they are passing their subjects. All other criteria apply.
4. Student roles: SA President, SA Vice president, Hall Leaders and Assistant Hall Leaders remain living on campus unless under exceptional circumstances or unless voted to office as a day student.
5. Grades: The student must have a minimum average of a B or a GPA of greater than 5 for the previous 2 Semesters not including summer term. This must be maintained throughout the term of study.
6. Attendance must be 90% or above for all classes for the previous 2 Semesters, not including summer term. This must be maintained throughout their study.
7. The student may only live off campus after completion of the first year in their programme of study. Foundation is not included as a first year.
8. Applications are to be made in writing. Typed and signed by the applicant. The application should state where they want to move to, the date they want to move and the reasons they wish to move of campus.
9. The application is to be accompanied by a letter from their parent or caregiver giving permission for the student to move off campus. This will be verified by a phone call to the parent or caregiver.
10. The student must provide contact details for an alternative person living (nearby) in Palmerston North. This person will also be expected to act as the student's mentor to ensure the continuation of a quality study experience. The mentor must provide a letter to IPU New Zealand confirming that they agree to be the mentor. This will be verified by a phone call to the mentor.
11. If we cannot contact the student the person noted in clause 9 above will also be the nominated contact person that will be contacted to provide assistance in locating the student.
12. The student and parents must understand that once the student is off campus, responsibility for day to day events are with the student. This should be included in the student's application letter and parent's permission letters.
13. A positive attitude to classes must be maintained at all times.
14. The student must provide evidence of a suitable means of transport to campus.
15. IPU New Zealand will seek comment from the student's Head of School, Student Support, or Senior management as required.

16. The student must provide the address and contact number of their new accommodation. This is to be kept updated at all times.
17. If the student travels away at anytime, he/she is to advise IPU New Zealand Student Support Residential of their destination and expected return time.
18. If the student fails to maintain the above standards, then IPU New Zealand will request that they move back onto campus within 2 weeks.
19. Students can only move off campus on the following dates:
  - a. End of Semester 1 – 31 July
  - b. End of Semester 2 – 31 December
  - c. End of Summer Term – 31 March

The student is able to move off campus outside of these dates, however their accommodation fees must still be paid in full up to the next valid date.

## Job Search Leave Application Form



Student ID: \_\_\_\_\_

Family name: \_\_\_\_\_

First name: \_\_\_\_\_

Nationality: \_\_\_\_\_

Date of request: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ (day/month/year)

Enrolled programme: (Please tick one)

- Bachelor of International Studies (BIS),  
 Diploma of International Studies (DIS)  
 Other \_\_\_\_\_ (Please specify)

### 1. Requested period of leave

Start date of absence: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Date of return to IPU New Zealand: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Total days of absence: \_\_\_\_ days (Total number of days absent from class)

#### Note:

- ❖ You must have your request to take job search leave approved by your Dean, **before** the period of your planned job search leave starts.
- ❖ You may take job search leave for a maximum of **ten (10) working days** (weekdays) per Term in the final year before graduation.
- ❖ The leave can be taken more than once per term.
- ❖ Leave must be taken consecutively regardless of your class days, eg. if you want to take leave from Monday until Monday of the subsequent week but you only have class on Mondays and Thursdays, you still need to take five days off. Saturday, Sunday and public holidays should not be included in the ten working days.
- ❖ If you need to change your job search leave period and the scheduled date of your return to IPU New Zealand, please email your Dean and Student Support (studentsupport@ipu.ac.nz)

### 2. Evidence that you need to take job search leave

Please provide evidence that shows you need to take job search leave and write the details below. The evidence can be a printed copy of the job fairs and/or job interviews you plan to attend, and/or email messages you have exchanged with your possible future employer.

Details of your evidence (eg. Names of the Companies and/or Job Fairs that you will be attending, dates of any interviews, written tests etc)

---



---



---

#### Application procedure:

- ❖ If you apply on campus, please collect the signatures of the Career Advisor and your Dean.
- ❖ If you apply while back in your home country, please email this form and the evidence as an attachment file to [Careers\\_JP@ipu.ac.nz](mailto:Careers_JP@ipu.ac.nz) and CC. to your Dean.

Career Advisor: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Dean: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



## Postgraduate Student Research Grant Fund Application

**\*Submit form to Research and Development Committee and then to Academic Board for approval**

Limited funding is available to support postgraduate research. This money is to help towards specific research costs. Please fill in the following form and attach your proposal and any other relevant documents to support your application.

Date of submission:

---

Name of researcher:

---

Supervisor:

---

**Project Title:**

**Objectives:**

**Methodology:**

**Supervisor comment:**

**Funding requested for: (*Include quotes*)**

**Outside Funding Applied for and Outside Funding Received:**

**Compliance with Institute Ethics Guidelines:**

**Timeline:**

**Outputs: (*Normally a Thesis*)**

**NOTE:** If approved by the Academic Board, the money would be paid to the student upon successful completion of the project and production of all receipts and proof of expenses.

## **COPYRIGHT INFORMATION SHEET**

### **Literary, dramatic, musical and artistic works – New Zealand**

Author copyright: author's lifetime + 50 years

(NB: This differs from country to country. In Australia, Europe and the US, for example, copyright protection is generally 70 years from the year an author dies).

Publisher copyright: 25 years (typographical layout)

Other owners/creators: Work created in the course of employment often belongs to the Employer.

Copyright can be transferred between owners, just like any other type of property – in this case intellectual.

The Copyright Act 1994 protects the rights of copyright owners while also enabling reasonable use of copyrighted materials in the public interests. For faculty and students of IPU New Zealand, stipulations on “fair dealing” and “education”, are important in defining permitted use of copyrighted works.

As “permitted uses” are generally too restrictive for educational purposes, there are a number of licences available to institutions to legally extend what we can do under copyright law.

### **Educational copying at IPU New Zealand**

IPU New Zealand purchases/renews two such licences annually:

1. Copyright Licensing New Zealand (CLNZ) reprography licence, allows for multiple copying of literary works by authorised people within specified limits. It also allows copying of certain New Zealand newspapers published after 2003.
2. Screenrights Licence, allows us to record and copy audiovisual content including broadcasts and webcasts.

Under the CLNZ licence, you may compile either hardcopy or digital course packs providing you meet the requirements of the licence. In the case of online course packs, access must be authenticated, i.e. be password protected and accessible only to students enrolled in the course. A Screenrights Licence lets you store, access and play recordings using the latest digital technologies (including Moodle).

#### **Always remember to:**

- Provide copying/scanning in exact format of original work copied. Exception allowed for small passages in compilations or course books.
- Acknowledge your source and any special permissions you obtained in order to use material.
- Include a warning on any material distributed to students that it is covered by the CLNZ, and/or Screenrights Licences and/or the Copyright Act, see base of flyer.

### **International Copyright Protection**

“New Zealand is a party to various international agreements on copyright. This means that

most works created by people in other countries are also protected in New Zealand under the Copyright Act. Similarly, copyright material created in New Zealand or by New Zealand citizens will be automatically protected in other countries.”

Copyright Council of New Zealand. (2009). [Information sheet: an introduction to copyright in New Zealand](#).

Below is a table of the most commonly used course materials at IPU New Zealand and their permitted use in accordance with the Copyright Act 1994 and/or our licences. Copies/scans may be made from material obtained by interloan if it can not be obtained from any other source. A work may not be re-copied within 14 days of copies being made, unless it is by a different lecturer for a different class/paper.

Material	Permitted Use
Complete works	<i>Copyright Licensing NZ:</i> A complete work can only be copied/scanned, with written permission from Copyright Licensing NZ, if it is out-of-print and unavailable for purchase.
Books, journals, and magazines	<p><i>Copyright Licensing NZ:</i> Up to 10% or one chapter/article (whichever is greater), providing the material was copied/scanned from a hard-copy source. Additional articles may be copied from the same journal/magazine if they are on the same subject.</p> <p><i>Database Licensing:</i> If the source is electronic, an article on a database for example, usage is governed by licences specific to the title, publisher or provider. In most cases these prohibit downloading and provision of a PDF (or other formats) for a course pack. It is normally permissible to provide a link to the article or page from which the student can view or download the material themselves. If in doubt, contact the Library.</p> <p><i>Copyright Act:</i> Less than 3% or 3 pages (whichever is greater) may be copied/scanned, unless that constitutes the whole work, in which case the limit is 50%.</p>
Short works	<p><i>Copyright Licensing NZ:</i> Up to 15 pages of all or part of a single work contained in a collection or anthology of works (poems, short stories, plays etc.), can be copied/scanned from a hard-copy source. This applies even if the works are published separately.</p> <p><i>Databases Licensing:</i> If the source was electronic, terms of use will be covered by specific licensing (see above.)</p> <p><i>Copyright Act:</i> Less than 3% or 3 pages (whichever is greater) may be copied/scanned, unless that constitutes the whole work, in which case the limit is 50%.</p>
Newspapers	<p>NZ newspapers before 1 Oct 2003 can be used freely. On that date there was a change in licensing agreements.</p> <p><i>Copyright Licensing NZ in association with the Print Media Copyright</i></p>



	<p><i>Agency:</i> We can legally copy/scan certain NZ papers. Here is the Publications List, <a href="http://www.pmca.co.nz/Licence/Publications">http://www.pmca.co.nz/Licence/Publications</a>.</p> <p><i>Copyright Act:</i> For unlisted publications you may either copy a total amount which is less than 3% or 3 pages of the whole (whichever is greater) unless that constitutes the whole work, in which case the limit is 50%. To copy/scan over 3%, seek permission from the newspaper in question. Some may allow multiple copies in an educational context.</p>
Internet	<p>If an author or creator has specified any copy restrictions you will need to comply. If not, use copyright law as a guide.</p> <p><i>Copyright Act:</i> You may store webpages for educational purposes. The material must:</p> <ul style="list-style-type: none"> <li>• be displayed under a separate frame or identifier,</li> <li>• identify the author (if known) and acknowledge the source,</li> <li>• state date of storage and IPU New Zealand's name,</li> <li>• be deleted when it is longer relevant to the course.</li> </ul> <p>Material may also be copied under the 3% rule.</p>
Artistic works (artwork, illustrations, diagrams, graphs, photographs)	<p><i>Copyright Licensing NZ:</i> An artistic work can only be copied/scanned as part of the surrounding text, i.e. the larger work.</p> <p><i>Copyright Act:</i> The 3% rule would apply here, i.e. where artistic work(s) is/are part of 3% copied from whole work. You may not use an artistic work separately, unless the source indicates that such a use is permitted, or specific permission is obtained from the copyright holder.</p>
Broadcast web, radio and TV	<p><i>Screenrights Licence:</i> Allows the recording of radio, free-to-air and pay television broadcasts, for educational use, without obtaining permission of rightsholders. Recordings can be kept and added to the library collection. You can also download audiovisual materials from the internet such as podcasts or vodcasts. Please note: there are some restrictions on the download of radio material from the internet. For more details go to, <a href="https://www.screenrights.org/content-users/new-zealand-services/educational-licence">https://www.screenrights.org/content-users/new-zealand-services/educational-licence</a>.</p> <p><i>Copyright Act:</i> Faculty and/or students may be able to make a copy of a broadcast or cable program for the purposes of research and private study under the Fair Dealing provisions without infringing copyright. Fair dealing in this case refers its purpose, e.g. research or private study, criticism or review, reporting of current events. Factors to consider are: the effect of copying on the potential market or value of the work copied, the nature of the work, the amount copied in relation to the whole work, and whether or not the work could have been obtained in a reasonable time at an ordinary commercial price.</p>
Public documents	<p>Legislation, parliamentary debates, parliamentary reports, inquiries and judgments of NZ courts and tribunals do not have copyright protection.</p>

	Other NZ Government material may subject to copyright.
Loose maps and charts	May not be copied without permission from the copyright holder, though maps from Land Transport NZ may be copied.
Other materials not covered above, e.g. theses, student research projects, printed music, etc.	<i>Copyright Act</i> : Up to 3% or 3 pages (whichever is greater) may be copied/scanned, unless that constitutes the whole work, in which case the limit is 50%. No more may be copied without permission from the copyright holder.

The table was compiled using the following sources:

*An introduction to copyright in New Zealand*, <http://copyright.deploy.gravitate.co.nz/viewInfosheet.php?sheet=29>, retrieved 13 June 2011

*Copyright Licensing New Zealand: Education*, <http://www.copyright.co.nz/Licensing/Education/>, retrieved 11 March 2015

*Copyright Use in the Education Sector*, <http://www.copyright.org.nz/viewInfosheet.php?sheet=439>, retrieved 26 January 2010

*Print Media Copyright Agency: Publications*, <http://www.pmca.co.nz/Licence/Publications>, retrieved 11 March 2015

*Screenrights : Educational Licence*, <https://www.screenrights.org/content-users/new-zealand-services/educational-licence>, retrieved 11 March 2015

**Example warning notice:**

This course pack may be used only for educational purposes at IPU New Zealand. It includes extracts of copyright works provided under the NZ Copyright Act 1994 and Copyright Licences. You may not copy or distribute any part of this course pack to any other person. Where this course pack is provided to you in electronic format you may print from it for your own private use or study. Copyright infringement can result in fines and/or imprisonment.

**Current warning notice on Moodle:**

This site is to be used only for educational purposes at IPU New Zealand. It includes extracts of copyright works provided under the NZ Copyright Act 1994 and Copyright Licences. You may not copy or distribute materials downloaded from this site to any other person. You may print from this site for your own private use or study. Copyright infringement can result in fines and/or imprisonment.



**Co-authorship Agreement**

This document sets out an agreement on the use of research data & co-authorship between a supervisor and supervisee.

From: Supervisor  
To: Supervisee

**Subject: Co-authorship of research and use of the research data**

With regards to your research, you will be primarily responsible for developing the research questions and assessing the needs of the research. In which case, I do not expect to be a co-author of any publication arising from the research.

If I have contributed significant intellectual input into an aspect of the research, I may suggest we co-author a publication. If you require significant data or intellectual input from me and/or other staff members for a publication, they are to be included as a co-author(s) on your publication.

The data and information you analyse and include in your dissertation is your Intellectual Property. I will not use any of the data you have collected without your permission. If you allow me and/or other staff members to use the data or ideas directly derived from your research in a publication, you will be included as a co-author.

Signature (Supervisor): \_\_\_\_\_ Date: \_\_\_\_\_

Signature (Supervisee): \_\_\_\_\_ Date: \_\_\_\_\_

Signature (Head of School/President): \_\_\_\_\_ Date: \_\_\_\_\_

## Part 9 INDEX

### A

Absence or Leave from Institute Accommodation Facilities.....	126
<b>Academic Calendar 2019</b> .....	x
Academic Honesty Policy .....	106
Academic Requirements for Admission to the Institute .....	90
Academic Requirements for Transfer to the Institute .....	91
Academic Transcripts .....	139
Accommodation .....	119
<b>Accommodation Policy</b> .....	163
Address Change .....	137
Admission to the Institute .....	90
Alcohol .....	123
Appeals against Disciplinary Measures .....	130
Application Procedures for New Zealand Residents .....	91
Application Procedures for Non-Residents of New Zealand .....	91
Assessment .....	100
Attendance .....	97
Awarding of Diploma or Degree.....	111

### B

Bachelor of Contemporary International Studies	28
Bicycles .....	122
Bond .....	125

### C

Campus Life .....	120
Certificate in Teaching English to Speakers of Other Languages.....	44
Changes to Enrolment .....	95
Complaints and Appeals.....	130
Compliance with Institute Rules and Regulations .....	120
Computer Network and Facilities.....	118
Confidentiality Policy.....	136
<b>Copyright Information Sheet</b> .....	172
Counselling .....	116
Cross Credit to Bachelor of Contemporary International Studies .....	100
Cross Credit to Diploma of International Studies .....	100
Cross Credit within IPU New Zealand Programmes .....	100

### D

Departure Procedures.....	138
Dining Hall .....	119, 127
Diploma of International Studies and Diploma of International Studies (Advanced) .....	25
Diploma of Japanese Studies.....	26
Disciplinary Action.....	128
Disciplinary Committee .....	129

Disciplinary Procedures and Penalties .....	129
Distinction .....	105
Driving Rules.....	121

### E

English Language Requirements* – Direct Entry to Programme.....	93
Enrolment.....	95
Events and Activities .....	117
Exclusion.....	110

### F

Facilities.....	118
Fee Descriptions .....	133
Fees and Bond during Absence .....	110
Fines and Assigned Work .....	130
Foundation Education Programme .....	24

### G

Graduate Diploma of International Studies .....	38
Graduation .....	111
Graduation Confirmation .....	111

### H

Harassment .....	117
Health Insurance .....	127
Homestay Programme .....	119

### I

Implementation of Academic Regulations .....	90
Initial Enrolment.....	95
Institute Services .....	116

### J

Job Search Leave .....	137
------------------------	-----

### L

Leave of Absence .....	109
Leave of Absence Order .....	109
Leave of Absence, Withdrawal, Transfer, Exclusion .....	109
Letter of Enrolment.....	140
Letter of Graduation.....	140
Letter of Graduation (Prospective) .....	140
Library .....	118

### M

Majors in the BCIS .....	32
Master of International Studies .....	40, 42
<b>Matriculation</b> .....	89
Maximum period allowed for the completion of Academic Programmes.....	97
Maximum Period of Leave of Absence.....	109
Medical Care .....	116
Missed or Impaired Performance in Assessment .....	104

Motorcycles.....	121	Residences.....	124
<i>N</i>		<i>S</i>	
New Zealand Law .....	120	Scholarships .....	136
Number of Terms Required to Complete Academic Programmes .....	97	Security.....	120
<i>O</i>		Shop/Bar .....	119
Obligation of Payments .....	139	Short Course Refunds.....	135
Official Documents .....	139	Smoking.....	123
<i>P</i>		Student Identification Card .....	136
Passport and Student Visa Regulations.....	127	Student Research .....	111
Philosophy of the Diploma of International Studies .....	19, 25	Student Visa .....	91
<b>Plagiarism</b> .....	106	Summer Term.....	89
<b>Plagiarism and Academic Dishonesty</b> .....	159	<i>T</i>	
Prior Studies at Other Institutions.....	99	Term Academic Report.....	137
Programme Description and Summary .....	3	TESOL.....	44
<i>R</i>		<i>V</i>	
Re-Admission.....	109	Variation of Enrolment.....	95
Recognition of prior learning .....	99	Violations of Regulations.....	129
Recreation Centre .....	119	Vision Statement .....	1
Refund of Tuition and other fees .....	133	<i>W</i>	
Reports from the Institute .....	137	Withdrawal and/or Transfer .....	110
		Withdrawal from Papers .....	95