

WWW.VISIONCOLLEGE.AC.NZ

NZ DIPLOMA IN BUSINESS

# Course Information

SCHOOL OF BUSINESS



# Contents

Message from the Principal.....	2
About the Diploma in Business.....	3
How it Works .....	6
Incorporating Tikanga Māori .....	8
Why you should study with Vision College.....	10
Study Options .....	11
Programme Modules.....	12
Policies.....	19
The Enrolment Process.....	22
Contact us:.....	24

## Message from the Principal

Want to gain an internationally recognised Diploma in Business?

You can study from anywhere within the country, with strong online support, up to date resources and supervisor to help you keep on track. During the programme you will attend quarterly block courses to network with others, listen to guest speakers, help consolidate your learning and build your knowledge.

Vision College's NZ Diploma in Business is delivered through an in-work model, which enables you to learn in an applied approach putting into practice the skills you learn to help solidify key concepts and show the relevance of the various topics to the workplace. The NZ Diploma of Business (Level 5) in work programme is completed part time over two years.

Vision College works closely with proven practitioners and is committed to presenting training from a that equips you with real skills for your current or future career. As a Christian based organisation we work hard to provide education that meets industry needs, provides real value, and provides the support necessary to enable a people to succeed through our mission statement of 'changing lives through learning'.



Alan Peary  
National Principal

# About the NZ Diploma in Business

## Length

This programme is 120 credits, delivered either fulltime over one academic year, or part time over two years. Each course within the programme is delivered over a school term (approximately 10 weeks) with holiday breaks across all regular school holiday periods.

## Level

Diploma at Level 5

## Overview

The NZ Diploma in Business is a one-year course covering:

Code	Core Compulsory	Level	Credit
BUS 501	Business functions	5	15
BUS 502	Business communication	5	15
BUS 503	Innovation	5	15
BUS 504	The Business environment	5	15
			<b>60</b>

Code	Leadership and Management Strand	Level	Credit
BUS 551	Leadership	5	15
BUS 552	Quality Management	5	15
BUS 533	Leadership project	5	30
			<b>60</b>

## Aim

This programme provides learners with general business knowledge and specialised skills in the areas of leadership and management that can be applied within the workplace. The programme is designed to cater for the needs of people who wish to increase their capacity and competency in business, and gain leadership and management skills.

## Outcomes

There is a rising awareness that businesses need to be concerned for excellence in the way their organisation operates. This includes how they manage resources including finances, promoting health and safety, bringing out the best in employees and volunteers, developing strong relationships, and in the myriad ways that organisations now communicate both internally and externally.

Graduates are able to apply knowledge of the principles and practices of operations, accounting, sales/marketing, HR, and risk management. They can develop and maintain business relationships with others, solve problems and make decisions in business operational contexts. Graduates understand the business environment, and are able to contribute towards innovation and change within an organisation. They are able to research and communicate information, manage their own and others learning and performance and behave in an ethical and professional manner.

The diploma meets the need for the initial development of business leadership and management, and also leads into higher Level 6 and degree programmes. Graduates are ready for employment in a management role or further education in business or management.

## Graduates of this qualification will be able to:

### Core Technical Knowledge and Skills

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

### Core people skills

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

### Core cognitive skills

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

### Core affective skills

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

### Core business environment

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

---

## Leadership and Management strand

Leadership is making sure the organisation is doing the right things, and management is making sure the organisation is doing things right – both are needed more than ever before! Graduates of the Leadership and Management strand will have the skills and knowledge to gain employment as a manager/leader in roles at an operational level within New Zealand business entities.

Graduates from the **Leadership and Management strand** will be able to:

### Technical knowledge and skills

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

### People skills

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

### Business environment

- Promote compliance within internal and external requirements

## Embedded soft skills

The programme is underpinned and strengthened by three core compulsory themes of learning which are embedded throughout all courses:

**People skills:** **Taha Whānau** – Developing personal and interpersonal relationship skills.  
Mentoring peer support development of professional networks

**Taha Tinana** – developing physical well-being, growth and development as well as the development and protection of personal human and physical resources

**Cognitive skills:** **Taha Hinengaro** – developing mental and emotional well-being, coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively

**Affective skills:** **Taha Wairua** – developing spiritual well-being, which in this context means developing the person, their values and beliefs, their search for meaning and purpose in life, their personal identity and self-awareness, and developing leadership that encourages and compels people to follow, duplicate and exceed. Taha Wairua also includes developing and demonstrating honour and integrity

## How it Works

Study involves a combination of online and block courses. A minimum of 12 hours of work per week is required to apply your learning to your workplace. Approximately 10 hours per week focussing on the programme is recommended for a successful outcome on the part time programme.

### Self-directed Learning

Learners will need to manage their own learning though resources provided on Vision College's Cloud Campus including study guides, videos, readings, etc. Regular self-directed study hours are an essential part of the programme since continuing study and personal development are essential to developing theoretical understanding and competence for business management and leadership. Self-directed hours are spent developing understanding and competence, and completing assessments.

Extensive resources are available via Vision College's online Cloud Campus and library facilities.

### Applied Approach

The programme takes an applied approach to meeting the strategic purpose and graduate outcomes of the qualification, with learners learning on the job within a workplace.

Even the assessment tasks are designed to look deep into the policies, practices and problems facing the work placement organisation. Innovation and solutions-thinking are emphasised in every paper with the goal of improving both efficiency and effectiveness in every aspect of the organisation.

### Block Courses

Block courses will enhance the self-study that each learner will be immersed in during the year. They will provide regular tutor/learner interaction via a *flipped* classroom approach. That is, learners will be introduced to the content through online digital media as well as study guide and readings prior to coming to the block course.

The block course will then be used to review and engage further with the content through discussions, case studies, group exercises and collaborative projects. The block courses bring the content alive, making it real and practical.

A range of teaching and learning methods will be employed during block courses in order to enhance learners' opportunities to achieve the required learning outcomes. These methods will vary depending on the nature of each particular course.

Lecturing will be kept to a minimum, and instead the block courses will focus on: hui, discussion and debate, group work, presentations, personal tutorials, demonstrations, observation, peer modelling. Approximately four block courses will be convened per year, usually over a Saturday and Sunday.

## Programme Context

The context for delivery and assessment of this programme is a learner-identified small to medium sized organisation, which has sufficient scope to facilitate the following:

- An operations management project – whether manufacturing, service sector or social enterprise
- An HR project with recommendations to management for improving HR policies and procedures
- Regular 'events' that require research and communications with clearly defined internal and external stakeholders
- A sales/marketing campaign
- An innovation project
- A continuous quality improvement project with real products or processes to focus on
- An opportunity to lead others to implement activities within the entity's plans, including change
- A project significant enough to require Project management knowledge and skills, and that will take at least 12 weeks
- Capacity to release the learner for block courses if you work on Saturdays or Sundays

The organisation will need to be willing to provide the learner with sufficient information for the effective undertaking of the above projects.

## Supporting Learning

The *learning* will be supported through:

- Comprehensive study guides with readings
- Digital and online technologies
- Managed learning interactions through social media

The *learner* will be supported through:

- Tutors who will provide proactive and reactive support through emails, phone calls, and social media.
- Learner Support staff who will conduct personal interviews and progress updates with each learner during block courses.
- A local mentor is recommended who can provide pastoral care and academic support. The mentor is required to be independent of the learner in terms of family and other close relationships.
- A workplace supervisor who can report to Vision College on the learners' progress, attendance, attitude and workplace performance.

---

# Incorporating Tikanga Māori

Vision College places a high value on incorporating Tikanga Maori into the design, delivery and assessment of the entire programme, celebrating the alignment between Vision College's Christian values and Māori principles and values.

Vision College desires to partner with and provide services to Maori in support of their goals, and to assist them to achieve their economic and development aspirations.

The diploma will include an exploration of Māori principles and values related to their approach to business, including tikanga, mana, whanaungatanga; manaakitanga; whakapapa; wānanga; rangatiratanga; and whānau, hapū, iwi, hapori.

The following principles are incorporated into the design, delivery and assessment of the programme. These will be emphasized through noho marae.

<b>Hui</b>	Learners are encouraged to engage with staff in making decisions during the programme. Learners will be supported to buy in to the process.
<b>Kaitiakitanga</b>	Learners promote guardianship of resources including natural resources, human resources and relationships, as well as the way they protect the learning organisation and the organisation sponsoring their work placement.
<b>Kaumātuatanga</b>	Elders providing community leadership. This includes the leadership and management teams of Vision College, tutors, the leadership and management team of organisations sponsoring work placements, as well as mentors and supervisors.
<b>Kotahitanga</b>	Learners will be encouraged to maintain a shared sense of unity and belonging, and the camaraderie to achieve common purpose. This will be more obvious when gathered in block courses and will need to be supported when learners are away from each other as well.
<b>Mana</b>	Honour of self as well as key relationships including both staff and learners, and other internal and external stakeholders. This is both bestowed and earned. It is important that learners discover that mana starts with honouring self.
<b>Manaakitanga</b>	Hospitality, generosity, care and giving will be a feature of the learner's work placement, and especially when gathering for block courses.
<b>Pūkengatanga</b>	Learners will be supported on their journey to achieve the pinnacle – excellence – which includes achieving the diploma.

<b>Rangatiratanga</b>	Exercise of leadership, authority, guardianship is embedded in the leadership and management strand of the diploma and will be reflected throughout the programme.
<b>Te reo Māori</b>	Learners will be encouraged to be able to describe the meaning of this list of principles and values and their application.
<b>Tikanga</b>	Customary lore (that complements law), values, rules, priorities and ways of doing business will be discussed in the programme to promote awareness.
<b>Wairuatanga</b>	Learners will be supported to understand the integrated spiritual world and how it applies to the culture of an organisation and the spirit of entrepreneurship and business.
<b>Whakapapa</b>	Common ancestry. Learners will be encouraged to research and communicate their whakapapa.
<b>Whanaungatanga</b>	Learners will be introduced to an ethic of oneness, unity and belonging, where responsibility for one another will be encouraged within work placements and block courses.

## Why you should study with Vision College?

- You want to get into formal training for future career but need to remain in your current employment and/or location.
- You need a study plan that is flexible enough to work around your present commitments.
- You want investment into your life from skilled industry tutors that can understand and encourage you in your career.
- You want the flexibility of block course and self-study but still desire direct personal input and support.
- You enjoy the idea of study as a journey alongside others who are also developing their business understanding and faith in a more structured environment.

Vision College is registered as a Private Training Establishment (PTE) with New Zealand Qualifications Authority (NZQA). Students who enrol for approved fulltime courses are eligible to apply for Government Student Loans.

All the courses offered at Vision College meet the requirements of the National Qualifications Framework and are approved by the New Zealand Qualifications Authority.

# Study Options

## Fulltime

The NZ Diploma of Business (Level 5) is completed in one year of fulltime study. Study involves a combination of self-directed online learning and block courses. The programme is considered fulltime study, so while it is possible to study and be in fulltime employment, reduced work hours or an arrangement with your employer would be ideal.

## Part-time

Part-time study may be possible if Vision College can be assured that the learner and sponsoring work placement are committed to and capable of meeting the learning outcomes and achieving the graduate profile.

*Studylink loans/allowances are not available for part-time students.*

## Loans and allowances

Student loans and allowances, including course related costs such as block course costs may be available. Apply through Studylink. [www.studylink.govt.nz](http://www.studylink.govt.nz)

## International Students

This programme is for domestic students only. International student opportunities may apply in future years.

# Programme Modules

## BUS 501 Business Functions

Code	BUS 501	Level	5
Credits	15	Contact hours	30
Prerequisites	None	Self-directed hours	60
Co-requisites	None	Practical hours	60
Status	Compulsory	Total learning hours	150

### AIM

Apply knowledge of the principles and practices of operations, accounting, HR, and risk management, to support the operational efficiency and effectiveness of the entity.

This course component reflects the following graduate profile outcome statements:

#### Core technical knowledge and skills

- Apply knowledge of the principles and practices of operations, accounting, sales/marketing, HR, and risk management, to support the operational efficiency and effectiveness of the entity.

Note: Sales/Marketing has been included in BUS 502 Business Communications.

### LEARNING OUTCOMES

- Apply knowledge of the role, scope and challenges of managing operations for the production and delivery of goods or services.
- Identify, evaluate and recommend strategies for managing risks that could impact the organisations ability to achieve its goals.
- Apply knowledge of accounting concepts in preparing, analysing and interpreting financial statements for an operation, including budget performance and cash flow.
- Create human resource management documentation and strategies for an employment situation.
- Apply knowledge of the principles and practices of core transferable skills including stakeholder relationships, researching and communicating information, problem-solving and decision-making, learning and performance, and professional and ethical behaviour.

## BUS 502 Business Communication

Code	BUS 502	Level	5
Credits	15	Contact hours	30
Prerequisites	None	Self-directed hours	60
Co-requisites	None	Practical hours	60
Status	Compulsory	Total learning hours	150

### AIM

Develop knowledge and skills for researching and communicating information to internal and external stakeholders, including communicating for success in the sales and marketing of products, services and ideas.

This course component reflects the following graduate profile outcome statements:

#### Core technical knowledge and skills

- Apply knowledge of the principles and practices of sales/marketing to support the operational efficiency and effectiveness of the entity.

#### Core people skills

- Research and communicate information for efficient and effective performance of the entity.

Qualification conditions require programmes to include:

- Written *and* oral communication
- Communication with both internal *and* external stakeholders to the entity.

### LEARNING OUTCOMES

- Apply techniques for discovering and collating relevant information required for efficient and effective performance of the entity.
- Apply knowledge of key sales and marketing concepts, processes and strategies.
- Demonstrate knowledge of the principles and process for multiple forms of effective written communication skills with internal and external stakeholders.
- Demonstrate knowledge of the principles and process for multiple forms of effective oral communication skills with internal and external stakeholders.
- Apply knowledge of the principles and practices of core transferable skills including stakeholder relationships, researching and communicating information, problem-solving and decision-making, learning and performance, and professional and ethical behaviour.

## BUS 503 Innovation

Code	BUS 503	Level	5
Credits	15	Contact hours	30
Prerequisites	None	Self-directed hours	60
Co-requisites	None	Practical hours	60
Status	Compulsory	Total learning hours	150

### AIM

Develop knowledge and skills to contribute in operational contexts to innovation and organisational change within a business entity.

This course component reflects the following graduate profile outcome statements:

#### Core technical knowledge and skills

- Contribute in operational contexts to innovation and organisational change within a business entity.

### LEARNING OUTCOMES

- Apply knowledge of identifying and producing creative solutions within an organisation.
- Apply knowledge of the types, sources, and cycles of innovation, within an organisation.
- Apply knowledge of the methods and processes for successful organisational change.
- Apply knowledge of the principles and practices of core transferable skills including stakeholder relationships, researching and communicating information, problem-solving and decision-making, learning and performance, and professional and ethical behaviour.

## BUS 504 The Business Environment

Code	BUS 504	Level	5
Credits	15	Contact hours	30
Prerequisites	None	Self-directed hours	60
Co-requisites	None	Practical hours	60
Status	Compulsory	Total learning hours	150

### AIM

Develop knowledge and skills to understand and adapt to the organisations current and emerging environment, including New Zealand's unique bi-cultural partnership.

This course component reflects the following graduate profile outcome statements:

#### Core business environment

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

### LEARNING OUTCOMES

1. Analyse the impact of internal and external environments on entities.
2. Analyse how the origin and nature of the bi-cultural partnership (as embedded in the Treaty of Waitangi) can be applied to business activities and relationships.
3. Explore Māori approaches to business including the principles and values of tikanga, mana, whanaungatanga; manaakitanga; whakapapa; wānanga; rangatiratanga; and whānau, hapū, iwi, hapori.
4. Apply knowledge of the principles and practices of core transferable skills including stakeholder relationships, researching and communicating information, problem-solving and decision-making, learning and performance, and professional and ethical behaviour.

## BUS 551 Leadership

Code	BUS 551	Level	5
Credits	15	Contact hours	30
Prerequisites	None	Self-directed hours	60
Co-requisites	None	Practical hours	60
Status	Compulsory	Total learning hours	150

### AIM

Develop knowledge and skills to lead others to implement activities within the entity's plans, including change, for efficient and effective performance of the entity.

This course component reflects the following graduate profile outcome statements:

#### Leadership and Management strand

##### Technical knowledge and skills

- Lead others to implement activities within the entity's plans, including change, for efficient and effective performance of the entity.

##### People skills

- Develop a positive workplace culture and team engagement, for efficient and effective performance of the entity.

### LEARNING OUTCOMES

- Describe the purpose and functions of leadership: functions may include mission and vision, goals, priorities, planning, communication, decision making, problem solving, delegating.
- Explore the strengths and weaknesses of a range of leadership styles.
- Develop a positive workplace culture and team engagement.
- Demonstrate knowledge of leading change in an organisation.
- Evaluate strategies for the safe use of power in leadership.

## BUS 552 Quality Management

Code	BUS 552	Level	5
Credits	15	Contact hours	30
Prerequisites	None	Self-directed hours	60
Co-requisites	None	Practical hours	60
Status	Compulsory	Total learning hours	150

### AIM

Develop knowledge and skills to identify operational issues and challenges and apply techniques for continuous improvement for efficient and effective performance of the entity, including promoting compliance with internal and external requirements.

This course component reflects the following graduate profile outcome statements:

#### Leadership and Management strand

##### Technical knowledge and skills

- Identify operational issues and challenges and apply techniques for continuous improvement for efficient and effective performance of the entity.

##### Business environment

- Promote compliance with internal and external requirements

### LEARNING OUTCOMES

- Identify sources of operational issues and problems in manufacturing or service sectors organisations.
- Apply quality management techniques to improve operations in a given situation
- Promote compliance with internal and external requirements.
- Discuss performance management and determine appropriate operational performance measures and controls.
- Monitor quality and performance over time and make adjustments as necessary.

## BUS 553 Leadership Project

Code	BUS 553	Level	5
Credits	30	Contact hours	60
Prerequisites	None	Self-directed hours	120
Co-requisites	None	Practical hours	120
Status	Compulsory	Total learning hours	300

### AIM

Apply knowledge and skills in business planning, project management, and leading people for efficient and effective performance, and to move the entity forward in achieving its strategic objectives.

This course component reflects the following graduate profile outcome statements:

#### Leadership and Management strand

##### Technical knowledge and skills

- Contribute to the business planning for efficient and effective performance of the entity.
- Manage projects within scope, resources, and time.

##### People skills

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

### LEARNING OUTCOMES

1. Describe the relationship of the strategic planning process to the strategic plan of an organisation.
2. Apply knowledge of planning principles, processes, and tools to a strategic objective of the entity.
3. Apply the project management knowledge areas to manage projects within scope, resources, and time.
4. Negotiate and positively influence others to achieve the entity's outcomes.
5. Develop a positive workplace culture and team engagement, for efficient and effective performance of the entity.

# Policies

## Award of the qualification

The minimum standard of achievement required for the award of the qualification will be the achievement of all the graduate outcomes in the graduate profile.

Learners will need to:

- Gain 120 credits
- Achieve all course components demonstrating the graduate profile
- Demonstrate achievement of embedded soft skills outcomes in the areas of: People skills, Cognitive skills, Affective skills
- Achieve all course components in the Leadership Strand, demonstrating the graduate profile

## Awarding special grades

There are no grade endorsements for this qualification.

## Course descriptions

At the commencement of each course, learners will be provided with a course outline detailing the following information. Learners are advised to retain this information and refer to it as the course progresses:

- Course Descriptor including pre-requisites, learning hours, learning outcomes, credit value, grade scale (where applicable), and assessment matrix indicating the number, type, and weighting of each assessment used to calculate the final grade/pass requirements
- A brief summary of course content
- A course outline indicating the schedule of lessons/sessions and due dates for all assessments
- Marking schedules/marking criteria for all assessments
- Regulations regarding assessments, re-submissions, plagiarism, impaired performance, and attendance
- Estimated cost of materials or other charges
- Access key to the Vision Online Course Homepage and Resources, and Assignment Planning calendar

## Competency Based Grading System

All papers are competence-based. In order to pass the paper, the learner is required to demonstrate that they are competent in ALL the learning and must demonstrate competence in ALL assessment tasks. The assessment schedules will list the skills required for each learning outcome within the assessment task.

## Context for Assessment

It is a condition of this programme that assessment takes place in the context of a real or realistic business entity and in light of the requirements of that context. Work placements have been approved by Vision College staff based on their ability to facilitate learning and assessment.

This needs to be balanced by two things:

- This is a Level 5 diploma and provides individuals with theoretical and/or technical knowledge and skills within the field of business, as opposed to advanced management knowledge and skills
- Business owners may be reluctant to allow learners at this level to have full control of information or operations in their business

Accordingly, assessments have been applied to the real world context of the learner's work placement to the fullest extent possible, whilst respecting the right of the business owner to set reasonable boundaries around this.

For example, if the business owner is open to providing real financial information to the learner, then the learner will use that information for the accounting assessments. Otherwise data will be supplied to simulate the learner's work placement.

## Responsibility for Assessment

While the learning for this programme takes place in a work placement, all assessment and marking are carried out by Vision College staff.

## Awarding and Transferring Credit (excerpt)

- 1) Vision College supports NZQA and Ministry of Education principles for the facilitation of learner movement between institutions, and recognises appropriate credit accordingly. Vision College is committed to facilitating access and creating new study opportunities, provided the quality of Vision College qualifications is not undermined.
- 2) Learners will not be required to undergo retraining for skills or knowledge for which they already hold credit. Credit recognition may be gained in several ways: successful completion, credit transfer, or recognition of prior learning will be available, consistent with NZQA, Ministry of Education and Vision College policies.
- 3) Credit is the numerical value assigned to a course for the purpose of contributing to the requirements of a qualification. There are a number of options for gaining credit:

- a) **Successful Completion:** In respect of an individual course: to attend the required classes, submit the required assessments, sit the required examinations, and emerge with a “Pass” or an “Achieved” or “Competent” grade.
- b) **Record of Learning:** In the case of Standards, whether or not a learner already holds credit is determined by checking the learner’s NZQA Record of Learning.
- c) **Credit Transfer:** It is common for tertiary learners to move from one place of learning to another. Credit transfer is the process whereby credit already achieved at another institution for another qualification at a similar level and standard is recognized towards a new qualification, conditional on the length of time since completion of the earlier qualification.

For further information about **transferring credit** please enquire at Vision College.

## Assessment in Te Reo Māori (excerpt)

### 1) Policy

- a) Use of the Māori language in assessment is subject to the conditions set out in this policy statement.
- b) Learners of Vision College may use Te Reo Māori in assessment except where:
  - i) A paper is taught fully or partly in a language other than English or Māori and the assessment requires learners to demonstrate their facility in that language, or
  - ii) Facility in the English language is central to the objectives of all or part of the paper.
  - iii) Wherever possible, work submitted for assessment in Te Reo Māori will be marked by an assessor who is competent in the discipline and competent in Te Reo Māori.

### 2) Procedure

- a) All matters to do with work submitted for assessment in Te Reo Māori are handled by the Head of School or Programme Coordinator in the first instance.
- b) Learners must indicate their desire to be assessed in Te Reo when they enrol in a course to ensure that arrangements can be made in a timely manner.

For further information about **Assessment in Te Reo Māori** please enquire at Vision College.

# The Enrolment Process

## The Paperwork

The first step in the enrolment process is to check that you meet the entry criteria found on each course page, then send your completed application form to Vision College.

Application forms and course related costs are available upon request or can be downloaded from our website [www.visioncollege.ac.nz](http://www.visioncollege.ac.nz).

**Two** forms of ID are required, usually **photo ID** and **proof of residency** or a **verified copy of your passport**. Also verified copies of any qualifications you have completed at a secondary or tertiary level.

## Letter of Offer

Once a student has fulfilled the entry requirements and been accepted, a Letter of Offer will be sent. Two copies will be sent, please sign the second copy and return to Vision College. A Letter of Confirmation will be issued along with an invoice for tuition and a Periodic Payment Schedule which needs to be signed and returned. A full explanation of the Periodic Payment Schedule is included in the Confirmation letter but feel free to contact the Admin office if further details are required.

## Paying Your Fees

No payment is needed with your initial application. Just post, fax or scan and email your application to Vision College.

Most domestic (NZ) students pay their fees by interest free student loan. You can apply to StudyLink for a student loan and/or allowance even while your application is still being processed by Vision College.

If you don't want to pay for your fees by student loan you will need to pay the course fees in full (for the year) before your course starts. The bank account details for Vision College can be requested by contacting us.

## Trust Fund

All student fees collected by Vision College for courses are banked directly into a Trust fund administered by a Chartered Accountant. Periodic payments to Vision College will be effected from that trust on a monthly basis over the term of the student's course.

## Entry Criteria

Applicants must be at least 16 years of age and possess sufficient levels of English and computer literacy to study at this level and use the communication and collaboration technologies incorporated in the programme.

Short-listed applicants may be required to attend an individual interview as part of the application process.

Preference will be given to applicants who have a history of academic success, relevant practical experience, a commitment to undertaking all aspects of the programme and to meeting the learning outcomes.

Acceptance on to the programme will require evidence of:

- In appropriate employment
- A significant project to undertake during the programme (Implementation of the project should take a minimum of 12 weeks.)
- A Vision College approved mentor to support the learner's progress, and workplace supervisor who will periodically review and report on progress

Where successful applicants exceed available places on the programme, a waiting list will be maintained. If successful applicants decline acceptance, the next-ranked applicant will be offered a place.

## Provisional Entry

Provisional Entry may be granted to domestic applicants who do not meet the criteria above, but present evidence of ability to succeed and are able to show they are well prepared to study the programme.

## Fees

### 2016 (subject to change)

- Student fees are \$588.00 per course, or \$4,630.00 for the entire diploma programme (a loan can be applied for through Studylink).
- Block courses travelling from outside of the campus area may incur accommodation and travel costs.

## Recognition of Prior Credit (RPC) or Prior Learning (RPL)

Vision College has an established procedure to evaluate any prior learning students wish to have recognised and grant credits where applicable. Please enquire for assistance in this matter. There is a cost of \$50 per application which is outlined on the RPC/RPL application form.

## Contact us:

### **Hamilton**

21 Ruakura Road, Hamilton 3216

### **Christchurch**

50 Hazeldean Road, Addington, Christchurch 8024

Phone - 0800 834 834

Email - [admin@visioncollege.ac.nz](mailto:admin@visioncollege.ac.nz)

Website - [www.visioncollege.ac.nz](http://www.visioncollege.ac.nz)





*Freephone 0800 834 834*

**Cloud Campus**  
**21 Ruakura Road**  
**Phone 0800 834 834**  
**cloud@visioncollege.ac.nz**

[www.visioncollege.ac.nz](http://www.visioncollege.ac.nz)

 **visioncollege**  
NEW ZEALAND

*A division of ATC New Zealand (Est. 1984). NZQA Registered.*