



OT4922 BACHELOR OF APPLIED MANAGEMENT

School of Applied Business

Programme Document

Version 4 - 2012

4c – March 2014

OTAGO POLYTECHNIC[2014]

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SUMMARY INFORMATION

Title: Bachelor of Applied Management
Abbreviated Title: **BAppMgt**
Level: 7
Credits: 360

This is a three year programme delivered full-time over three years.

The programme was delivered for the first time in 2005 and reviewed in 2008 with additional majors approved in 2010. An annual review process is undertaken with CPIT and Northtec who also deliver this programme. It will have a major review on or before 2015.

Business Unit Number (BUN) is 11549

Approvals Database Application Number is 11549.22

This Programme Document is one of two and should be read in conjunction with the Bachelor of Applied Management Course Descriptors document.

DOCUMENT CONTROL INFORMATION

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Version Control – electronic

Version Number	Approvals Database Number	Academic Board Paper Number	Date Approved	New Programme or Category of change	Summary of Changes, including section numbers	Person Responsible for changes to document
1	11549.00	A218/04	15-Dec-04	New		
2	11540.01	A134/05	21-Sep-05		Revised programme structure to meet ITPQ panel recommendations	
3	11540.03	A82/06	21-Jun-06	D	Revised programme to include Bachelor of Hospitality and Tourism Management	Glenice Mayo
3a	11540.04	A127/07	22-Aug-07	C	Revised Graduate Profile 2.3.1 (as approved by external Panel 2006)	Glenice Mayo
3b	11549.05	A178/07	17-Oct-07	B	Change titles of 3 papers to align with NZDipBus	
3c	11549.09	A115/08	25-Jun-08	D	Introduction of new majors revised aim, Graduate Profile, structure, credits, certification and including approval of graduate diplomas	
3d	11549.10	A195/08	15-Oct-08	B	Addition to Advanced Standing Table, Integrated Business Theory and Practice L7, 40 credits	
3e	11549.11	A40/09	18-Mar-09	1	Add unspecified Credit courses at Level 5, Level 6 & Level 7	
3f	11549.12	A60/09	21-Oct-09	1	Additional courses added	

Version Number	Approvals Database Number	Academic Board Paper Number	Date Approved	New Programme or Category of change	Summary of Changes, including section numbers	Person Responsible for changes to document
3g	11549.13	A206/09	9-Dec-09	2	Application to ITPQ/TEC for delivery of Majors in Accounting, Business Information Systems, Business Transformation and Change, Event Management, Project Management, and Sales and Marketing	
3h	11549.14		12-Feb-10	HoS	Add additional Advanced Standing outcome AD60750 to Advanced Outcome Schedule	
3i	11549.15 11549.16	A28/10	17-Mar-10	2	Addition of new majors - Business Excellence and Sustainable Practice	
3j	11549.17 11549.18	A11/11	11-Feb-11	1	Change to titles for courses BX660106 and BX770030 Sustainable Practice major: Change to level 7 compulsory course BX770028 Sustainable lean systems for business excellence to become an elective (currently a compulsory course for the major)	
3k	11549.19		20-Apr-11	HoS	Change to aim and learning outcomes for Social Media Technology (BX660106)	
3l	11549.20	A119/11	14-Oct-11	A119/11	Extension of Site Accreditation for BAppMgt - all majors and related Graduate Diplomas. Sites to include COT (Cromwell, Wanaka and Queenstown) and Auckland International Campus	
	11549.21	A23/12	18-May-12		Amended entry criteria for International Students	Glenice Mayo
4	11549.22	N/A	N/A		New programme document including all above changes – approved by Glenice Mayo.	
4a	11549.23	A68/12	16-Nov-12	1	Add 4 new courses: BX660111 – Tourism Industry and Enterprises: BX660112 – Sustainable Tourism Practices: BX660113 – Accommodation Service Management: BX660114 – Tourism Multimedia Change to titles of BX660106/A and BX660107/A Change BX440001 Introduction to Accounting from level 4 to level 5 (BX554001) Course Descriptors Document 2013 Add 4 new course outlines. Change titles, aims, learning outcomes, content, and assessments of courses BX660106A & BX660107A Programme Document 2013 Add Provisional Entry section from the High Level Expectations for Bachelor's Degree. Update Programme Structure Matrix Add in section showing requirements for each Major	JM/GM
4b	11549.32	N/A	12-Feb-14	HOS	Amend entry criteria to align with NZQA change to UE criteria	RP
4c	11549.35	N/A	28-Mar-14	Type 1	Addition to entry criteria for Graduate Diploma in Applied Management	Rachel Parmee

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1. RATIONALE and BACKGROUND

The Bachelor of Applied Management is a three-year, full time degree programme which was introduced in 2005. The aim of this programme is to provide a high quality, applied, relevant and accessible tertiary study path for graduates seeking careers in a range of business/management undertakings at an operational level.

The Bachelor of Applied Management, as introduced in 2005, was developed using the structure of the Bachelor of Hospitality and Tourism Management degree (based on the BA (Hons) Hotel, Catering and Tourism Management at The Hong Kong Polytechnic University) which had been successfully running at Otago Polytechnic since February 2004.

The Bachelor of Applied Management, as introduced in 2005, had the same general structure as the Bachelor of Hospitality and Tourism Management with the intention to jointly teaching a number of courses. This was done in order to provide operating economies where possible.

Issues with the structure of the Bachelor of Hospitality and Tourism Management have subsequently been inherited by the Bachelor of Applied Management and as a result there was the need to undertake changes to the structure of the Bachelor of Applied Management.

To allow for the intended operating economies between the Bachelor of Applied Management and the Bachelor of Hospitality and Tourism Management specialised areas of management study in the Bachelor of Hospitality and Tourism Management were included into the revised Bachelor of Applied Management. The result of this was the phasing out of the Bachelor of Hospitality and Tourism Management programme from 2007.

The revised Bachelor of Applied Management retained an essential core set of business management skills at first year level. In addition special flavours inherent in the previous programme were preserved. This includes Business Heritage, Culture and Sustainability at first year level and the Co-operative Education Project at third year level. The degree maintains a particular focus on the application of knowledge and skills required to manage both operationally and strategically in a changing environment. Apart from learning fundamental skills in management, marketing and accounting and other core business skills students will be immersed in case studies and relevant industry examples of best practice scenarios, which will enable the application of strong management and organisational skills. Opportunities for specialisation of knowledge and skill application will be provided through a choice of pathway from 16 possible majors (although it is not envisaged all majors will be offered at any one time).

It is anticipated that a number of people entering the programme will do so by way of the New Zealand Diploma in Business undertaken at the Otago Polytechnic or elsewhere. The programme has been strengthened so that holders of the New Zealand Diploma in Business **may** receive a maximum of 240 credits towards the Bachelor of Applied Management. These credits may include core and other courses in the Bachelor of Applied Management. Students transferring from the New Zealand Diploma in Business will be required to complete degree specific courses including Research Methods, Business Heritage, Culture and Sustainability and the Co-operative Education Project as well as courses required to complete the selected degree major(s). The completion of these additional courses is essential to ensure the higher learning aspects of a degree programme are developed in transferring from the New Zealand Diploma in Business to the Bachelor of Applied Management.

The development of an Otago Polytechnic undergraduate qualification in applied management had been discussed at various levels since the early 1990s. Many organisations operating within New Zealand are “fledgling” in comparison to other countries. Internationally, employers are increasingly requiring prospective managers to have a degree as part of their résumé prior to employment.

Due to many larger organisations restructuring, downsizing or closing down, there is now a dearth of middle and senior managers in New Zealand with the ability and skills required for business. During the 1970s and 1980s companies such as Lion Nathan Corporation, Fisher and Paykel, Air New Zealand, and Carter Holt Harvey in New Zealand changed their management training. Previously they would have had many corporate trainee managers progressing through highly specialised management traineeships or development programmes in order to replace managers retiring, and to meet the demand of new properties and developments planned for the future. Many of these organisations and companies have restructured and these programmes have now ceased. This has created a vacuum and shortfall of highly experienced and qualified tiers of management for the future needs of industry in New Zealand.

A feature of business entities operating in Otago is that they are generally in the small to medium size categories. Many are extremely entrepreneurial in outlook, eg, TaylorMade and Escea and it is anticipated that a number of graduates from this applied management degree programme will manage or own such businesses.

This degree will meet the student and industry need for quality managers through higher learning and the skills required for business and management. Graduates will have a sound understanding of the environment in which organisations operate, through the application of their theoretical study via a variety of experiential learning opportunities and particularly the co-operative education component which is considered the ‘capstone’ of the qualification.

All students undertaking this degree programme will be encouraged to find a cooperative education project within an organisation in their area of interest and expertise, ie, their chosen major(s). This project will be supervised both by a member of the School of Applied Management academic staff and by a member of the host organisation.

The cooperative education component will provide students with the opportunity to:

- experience employment in industry
- gain practical, operational and managerial expertise
- translate theory into practice
- cultivate a network of industry contacts for their future career.

Considerable work has been carried out nationally and locally in the development of higher-level diplomas. In 2005 Otago Polytechnic introduced the Bachelor of Applied Management, a three-year programme of study, to build on current certificate and diploma qualifications. Many students in the New Zealand Diploma of Business programme indicated very clearly at that time the desire for a three-year programme of study leading to an undergraduate degree. To date enrolments from the New Zealand Diploma in Business into the Bachelor of Applied Management have not realised anticipated levels. Strengthening of the credit transfer arrangements from the New Zealand Diploma in Business to the Bachelor of Applied Management will assist with this. Further, the combined majors made available through the integration of the Bachelor of Hospitality and Tourism Management with the Bachelor of Applied Management will broaden the appeal of staircasing from diploma level study to degree level study.

It is anticipated that further majors are likely to be developed to meet the needs of industry.

Prior to the application for accreditation of the Bachelor of Applied Management (2005) research was carried out focusing on various national and international degree programmes to identify both best practice in education and a degree structure that would meet New Zealand conditions and industry demands. This research along with industry consultation identified clear pathways in applied management to ensure differentiation in the marketplace and to keep critical standing with the industry (see Appendix 14.3). Since this time further analysis of institutional programme offerings has helped to refine the Bachelor of Applied Management as now proposed. It has also been informed through industry consultation.

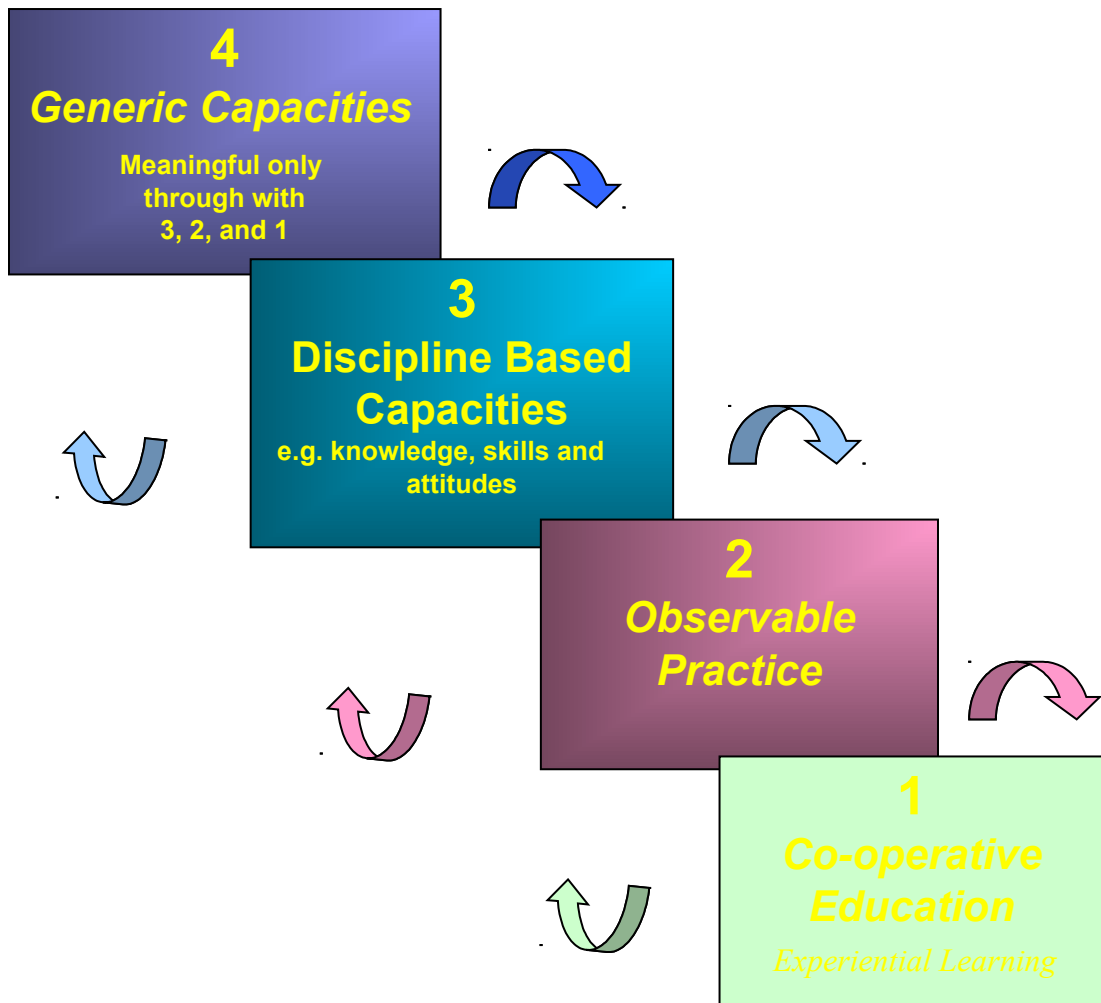
According to Bowden and Masters (1993:pp156-7)¹ “individuals need appropriate, knowledge and understanding if they are to be effective practitioners. They need to develop capacities of judgement, imagination and analysis if they are to effectively apply their skills and understanding to real-life problems. To do this they also need practical experience ... more than that, they are linked. Understanding is unlikely to be complete if it is not integrated with real life experience. Generic capacities derive their meaning through interaction with some concrete knowledge or real world practice all learning is contextual”.

1

The ‘Relationship Model of Competency’ was developed by Bowden, J.A. & Masters, G.N. (1993) *Implications for Higher Education of a Competency-Based Approach to Education and Training* AGPS, Canberra

FIGURE 1: Relational Model of Observable Practice and Underlying Capacities

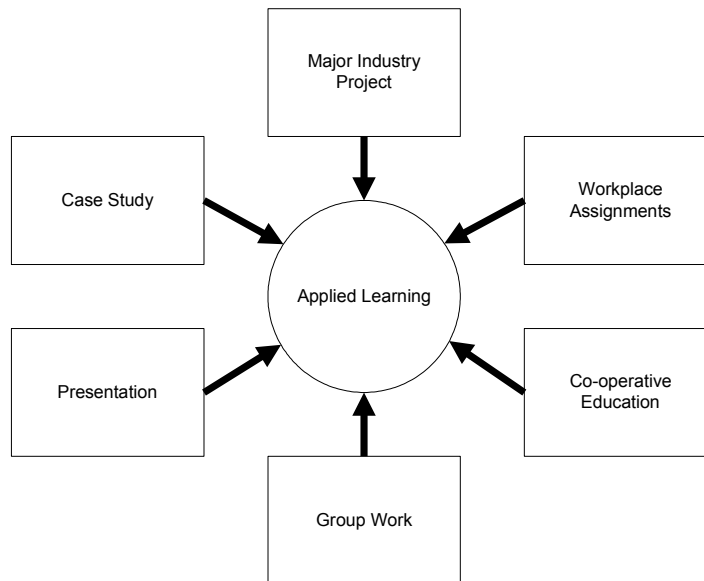
Adopted from Bowden, J.A., and Masters, G.N. (1993)



This programme gives recognition to the importance of both operational and managerial skills for students and clearly demonstrates responsiveness to industry views that managerial skills and knowledge should be developed across a wide range of core skills

Applied Management

The concept of the Bachelor of Applied Management is anchored on the title descriptor “applied”. There are six key elements that support delivery of this degree as ‘applied’, as seen in the diagram below.



These elements can be explained as follows:

Case Study: The use of a case study-based learning experience will provide students with opportunities to test their skills and knowledge on simulated business situations, to demonstrate their innovative ability to think critically and creatively and to extend their problem solving and decision making skills. Clear and decisive action in the competitive business environment relies on critical and creative thinking and problem-solving skills.

Major Industry Project: A major third year industry project is a key element of this degree that will provide students with a significant period of supported observation and involvement in the workplace at a management level and produce a report underpinned by research that will demonstrate academic rigour, creativity and application of learning. Students will be expected to complete their industry project in their area(s) of specialty.

Workplace Assignments: In many courses learning will go beyond case study simulation and students will be required to observe and interact in the workplace. A range of Otago businesses support the Otago Polytechnic School of Applied Business and provide access to students for interviews, investigation of workplace issues and placements. Utilisation of this support provides valuable interaction and application of learning for students in a real business environment.

Co-operative Education: The co-ordination and supervision of student interaction and involvement with industry and commerce, will deliver the opportunity for students to have access to the real business world where they can use and develop the skills and knowledge acquired through the programme.

Group Work: The emphasis is placed on the students' learning, both in-class and self-directed, being facilitated in groups and teams where assessment, skills and experience are undertaken as a team and also individually. Competency and achievement through effective group work and the development of inter-personal communication skills, is an integral part of the learning process in this programme and reflect the reality of the business world. To this end, Project based learning was introduced in 2011 which integrates the learning and assessment for all eight first year core papers.

Presentation: Individual students and groups of students will develop excellence in their ability and confidence to deliver presentations through the regular opportunity and requirement to present information orally to fellow students, staff members and industry participants. Professional communication standards, including the use of up-to-date technology, are promoted and required in our academic environment as a valid and realistic representation of actual business environments.

The students will be required to increasingly engage in the process of classroom participation, debate and critical evaluation as they progress through each level of study. Each student's capacity to communicate, debate, analyse and synthesise effectively is enhanced throughout the duration of their studies at the Polytechnic. This interactive approach will provide students with a knowledge-platform from which to aim for a more advanced academic inquiry about the discipline.

Also see section 4.6.

The Bachelor of Applied Management has been developed to provide for the needs of students who wish to study applied business at degree level in Otago. This development was undertaken by the School of Business which has now become the School of Applied Business with programme responsibility for the Bachelor of Applied Management, the Bachelor of Hospitality and Tourism Management and the NZ Diploma of Business.

The majors chosen for this degree have been developed having regard to the needs of industry and to the majors which are available nearby at the University of Otago.

The University of Otago offers a number of undergraduate majors including Accounting and Management. The specialties chosen for the Bachelor of Applied Management have deliberately been focused in a different direction to those offered by the University of Otago.

A key point of differentiation within all the majors offered by the School of Applied Business is the practical, applied nature of the courses offered within the Bachelor of Applied Management. Although courses within the programme are underpinned with theoretical constructs, this is overlaid with practical application. In particular, assessment practices encourage students out of the classroom and into the workplace. Here students will need to apply their subject knowledge and learn how business and management theories actually relate to the real world environment. This emphasis is such that students will be “work-ready” graduates.

Further, the School is responding to the market requirement for management staff in New Zealand business. In a recent report to the Tertiary Accord of New Zealand (TANZ), entitled “Employment Projections by Occupation and Industry 2005-2011”, completed by Business and Economic Research Limited (BERL) research showed that the largest current category of full-time equivalent staff (FTEs) were corporate managers. This group represents 218,000 FTEs in 2005 or just over 12% of all FTEs. It is further estimated this group will grow over the next 5 years by 32000 FTEs.

The breadth of management education offered by the School of Applied Business reflects the diverse management opportunities which exist in New Zealand business.

The Food and Beverage Management major, previously the Catering Management major, has been developed to meet the growing demand of the catering industry at local, national and international levels. The Hotel Management major has been developed to meet the current needs of the accommodation industry locally, nationally and internationally. However these two majors are no longer delivered by Otago Polytechnic.

The Innovation and Entrepreneurship major has been developed to meet the needs of small and medium businesses and professional practices. In addition it is anticipated that this major will have appeal to graduates from other disciplines including Design, Nursing and Occupational Therapy.

The major in Human Resource Management has a strong human resources focus for graduates who wish to specialise and find employment in that area. In comparison the Management major at the University of Otago is general in focus and may include some study in human resource management but does not create a specialisation in human resource management.

The Strategic Management major has a much more applied approach focusing on the strategic nature of business management when compared to the Management major at the University of Otago which is very theoretical in focus. This major is being added for those students who wish to develop a portable set of management experiences which can be cross-discipline as well as to meet the needs of students completing study in non-business related disciplines who subsequently wish to develop strategic management skills.

The Tourism Management major was developed to meet the needs of the tourism industry locally, nationally and internationally – this major is currently under review.

Whilst the Accounting major could be offered as it now meets NZICA requirements, Otago Polytechnic does not have the requisite staff and Accounting remains the core business major at Otago University.

The Greenslades Report: A Market Investigation into the Viability of an Applied Business Degree (2001) showed that the following competencies were ranked highly by industry:

- 24% of respondents indicated that a ‘can do’ positive attitude was most important
- 23% of respondents indicated that applying knowledge and operating independently were most important
- 15% of respondents indicated that listening, verbal and written communication skills were most important.

Having regard for these findings this programme has been designed to encourage development of the following competencies:

- have acquired the intellectual knowledge and professional attitudes required for employment and career progression in modern organisations
- have the self-confidence for independent thought, critical thinking and self-appraisal necessary for a successful managerial career
- be able to function and communicate effectively and independently within a team
- develop an appreciation of research and ways of keeping up to date with the latest information
- be aware of changes in contemporary New Zealand society and internationally and to understand the relevance of these changes to strategic management decisions
- have the capacity to objectively assess their career direction and aspire to positions of leadership
- have the capacity for critical analysis of the issues presented
- define and apply the manager's role in effectively organising, planning and controlling physical and financial resources, motivating human resources, and rendering customer-driven service quality delivery
- have the competency to contribute to the prosperity and growth of a business, through appropriate decision-making and problem-solving
- be able to undertake and evaluate business projects
- have acquired a strong commitment and attitude to a customer-driven service quality delivery.

Otago Polytechnic has a strong student focus. This is evident from comments made by students (Appendix 14.2) – students greatly appreciate the supportive learning environment, the small classes and the access to teaching staff. This strong learning and teaching focus gives Otago Polytechnic a significant point of difference.

1.1. **Sustainable Practices**

The programme has a Sustainable Practice major and a Graduate Diploma in Sustainable Practice. The Graduate Diploma is currently being delivered from Wanaka to a range of students from around New Zealand. In addition a core, first year paper of the degree – Business, Heritage, Culture and Sustainability, introduces students to the broad concepts and models of sustainability. All courses are required to integrate sustainable practices into their delivery, for example Project 4 (first year of the degree) requires students to investigate sustainable practices in real organisations. The school has undertaken an audit gauging where and how sustainability features across the programme. The tourism major (currently under review) has seen significant incorporation and reference to sustainability as a focus to learning outcomes.

1.2. **Internationalisation**

An audit has been carried out to establish and ensure that where a course has an international focus that this has been implemented. The school has an Internationalisation Plan (updated annually) which outlines how we plan to better engage with international students, to increase the number of domestic students studying abroad, to foster staff links and exchanges with partner institutions, particularly in Germany and the USA. In order to implement this plan effectively, the school has applied to the Pursuits Fund for financial assistance.

1.3. **Engaging with Experienced Learners**

Two thirds of candidates who are facilitated through the Capable NZ APL process utilize this degree as their qualification. Several students each year achieve RPL for the first two years and then successfully complete the degree, through blended or face to face delivery. Several staff within the school are experienced facilitators and assessors in the APL process.

1.4. **Engaging with Foundation Learners**

Students in foundation learning are able to staircase into the degree once they have reached the expected entrance criteria. A small number of students study ESOL courses and business courses concurrently.

1.5. **Flexible/Blended Learning and Teaching Strategies**

Courses are available for delivery using a blended model which includes: face to face delivery, experiential learning activities and work placements. Students are able to access learning resources and activities utilising the Learning Management System Moodle with a future focus also being placed on Open Educational Resources. Students are supported in their learning by a variety of tools including email, teleconferences, computer skype tutorials and video conferencing as well as face to face individual support where appropriate. Some courses are delivered via blended delivery methodologies through other partners in the collaboration.

Staff development opportunities in new teaching and learning methodologies are held once a month. These are supported by external opportunities such as conferences, events and professional development opportunities for further study and research.

Flexible/blended delivery learning and teaching strategies are deployed through the following types of learning resources:

- readings
- powerpoint presentations, with or without audio narration
- links to relevant external web resources
- announcements
- discussion forums
- blogs for individual reflective journals
- Wikis for group work
- glossaries of technical terms
- formative assessments
- summative assessments.
- problem-solving simulations
- video
- podcasts
- e-Portfolios
- databases
- group projects
- seminars

2. PROGRAMME AIM and OUTCOMES

2.1. ***Aim – Bachelor of Applied Management***

The aim of this degree is to produce high quality graduates who have a sound understanding of the dynamic and changing environment in which managers operate in New Zealand and internationally; that will enable them to apply that knowledge at both organisational and strategic levels in a range of industries and organisations. This knowledge and expertise will be underpinned by a breadth of business expertise which includes an historical perspective of business development within New Zealand and an understanding of multicultural influences on business operation. Graduates will understand and have the skills to implement sustainably focused business practices. On reaching the workplace, graduates will be able to integrate into their workplace environment quickly, having already spent time through their course of study in a work context applying the knowledge and skills of the curriculum.

2.2. ***Programme Objectives – Bachelor of Applied Management***

By the end of this programme students will be able to:

- review, consolidate, extend and apply the knowledge and techniques learned
- actively and constructively play a contributory role in business and the wider society in New Zealand
- intervene creatively in matters requiring comprehension and evaluation of new information, concepts and evidence from a range of sources
- acquire and develop insights of viewing education and self-development as a life-long process
- apply a significant range of fundamental principles and complex techniques across a variety of business contexts
- plan organisational activity, operationally and strategically, within appropriate timeframes
- make informed decisions that are sound and based on a variety of decision making models
- communicate effectively with all members of an organisation and with external stakeholders
- be accountable for achieving their future career goals.

Specifically, the programme aims to enable students to:

- plan, develop, and market products, facilities, and services so that these products contribute in a positive and sustainable way to the community and business organisations in New Zealand and internationally
- contribute to the management of a range of organisations, product and service areas efficiently and effectively, especially in an environment of change and innovation for purposes of creating and adding value
- develop a regional and global view of management across a range of organisations.

2.3. ***Outcome Statement – Bachelor of Applied Management***

[for use in STEO, NZQA and other external databases]

To develop high quality graduates with a sound understanding of the dynamic and changing environment in which management takes place which will enable application of that

knowledge at both operational and strategic levels in a range of industries and organisations.

2.4. **Aim – Graduate Diplomas**

The aim of the graduate diploma is to produce high quality graduates who have a sound understanding of the dynamic and changing environment in which managers operate in New Zealand and internationally, that will enable them to apply that knowledge at both organisational and strategic levels in a range of industries and organisations. On reaching the workplace, graduates will have current specialised knowledge and be able to integrate into their workplace environment quickly, having already spent time through their course of study in a work context applying the knowledge and skills of the curriculum.

2.5. **Programme Objectives – Graduate Diploma in Applied Management**

Refer Graduate Profile – section 3.2

2.6. **Outcome Statement – Graduate Diplomas**

[for use in STEO, NZ Register of Quality Assured Qualifications and other]

Graduates of this qualification will have a sound understanding of the dynamic and changing environment in which managers operate, that will enable them to apply that knowledge at both organisational and strategic levels in a range of industries and organisations.

On reaching the workplace, graduates will have current specialised knowledge and be able to integrate into their workplace environment faster, having already spent time through their course of study in a work context applying the knowledge and skills of the curriculum.

3. GRADUATE PROFILES

3.1. **Bachelor of Applied Management**

The Graduate Profile provides a “picture” of a student’s skill and attributes as they progress through the Bachelor of Applied Management. The Profile is broken into three components representing a student at the conclusion of years 1, 2 and 3 after full-time successful study.

Year One

On successful completion of this qualification at **year one**, students will have:

- Enhanced literacy and numeracy skills
- Developed a range of knowledge and skills in business and management, namely in accounting, communication, economics, computing, commercial law, management, marketing as well as knowledge of business heritage, culture and sustainability within a New Zealand context
- Developed personal and inter-personal skills towards personal responsibility of self and group work outcomes in diverse cultural contexts

Year Two

On successful completion of the programme at year two, students will have the ability to:

- Apply a broad range of generic business skills, principles and practices
- Apply technical knowledge and skills particular to a specific business field
- Demonstrate an organised approach to problem solving
- Recognise the ethical dimensions inherent in decision making
- Demonstrate well-developed critical thinking capabilities
- Display effective communication and well-developed inter-personal skills
- Exercise self- direction and independent working practices
- Accept responsibility for the quality of their own work outcomes
- Guide and supervise the work of others
- Accept responsibility for, and ability to manage, own further learning and development
- Work effectively in diverse cultural contexts
- Work effectively in group situations

Year Three

On successful completion of this qualification at year three, students will have the ability to:

- Apply specialised technical knowledge and skills to a specific business field(s), along with abilities for adapting and/or generalising these to other business fields
- Apply a broad range of generic business skills, principles and practices, and be able to mentor and motivate others in such application
- Employ creative skills and apply them in an organised approach to problem solving
- Display well-developed critical thinking capabilities, including analysing, evaluating and critically reflecting on information, decisions and behaviour. These abilities also enable strategic thinking and adaptability in a constantly changing global environment
- Recognise, adopt, and where necessary, instil in others the proper ethical dimensions inherent in business decision making having particular regard for issues of social responsibility and sustainable practice

- Exercise self-direction and adopt independent working practices, and an ability to foster these in others
- Accept responsibility for the quality of their own work outcomes, and where applicable, for the quality of others' work outcomes
- Apply independent learning skills that encourage the regular accessing of new knowledge and information
- Use effective communication and well-developed inter-personal skills, and an ability to foster these in others
- Initiate, inspire, guide, supervise and reward (as appropriate) the work of others
- Work effectively in group situations, as a leader or a follower, as appropriate
- Adapt to, and work effectively in diverse cultural contexts and work environments, encouraging others to do likewise
- Use technologies and communication systems effectively
- Understand the relevance of the Treaty of Waitangi to applied management in New Zealand/Aotearoa

3.2. **Graduate Diploma in Applied Management**

The Graduate Profile provides a "picture" of a student's skill and attributes at the conclusion of a Graduate Diploma in a specified discipline. The profile represents a student at the conclusion of a one year's full-time equivalent successful study.

On successful completion of this qualification students will have the ability to:

- Apply specialised technical knowledge and skills to a specific business field, along with abilities for adapting and/or generalising these to other business fields
- Employ creative skills and apply them in an organised approach to problem solving
- Display well-developed critical thinking capabilities, including analysing, evaluating and critically reflecting on information, decisions and behaviour. These abilities also enable strategic thinking and adaptability in a constantly changing global environment
- Recognise, adopt, and where necessary, instil in others the proper ethical dimensions inherent in business decision making having particular regard for issues of social responsibility and sustainable practice
- Exercise self-direction and adopt independent working practices, and an ability to foster these in others
- Accept responsibility for the quality of their own work outcomes, and where applicable, for the quality of others' work outcomes
- Apply independent learning skills that encourage the regular accessing of new knowledge and information
- Use effective communication and well-developed inter-personal skills, and an ability to foster these in others
- Work effectively in group situations, as a leader or a follower, as appropriate
- Adapt to, and work effectively in diverse cultural contexts and work environments, encouraging others to do likewise
- Use technologies and communication systems effectively
- Understand the relevance of the Treaty of Waitangi to applied management in New Zealand/Aotearoa

4. PROGRAMME DESIGN

4.1. **Title of the Programme**

The title of the programme is appropriate.

Title: Bachelor of Applied Management

Abbreviation: BAppMgt

This is a three year full-time programme.

Title: Graduate Diploma in Applied Management

Abbreviation: GradDipAppMgt

This is a one year full-time programme.

4.2. **Relationship with Treaty of Waitangi/ Engagement with Kai Tahu**

The Bachelor of Applied Management programme is committed to encouraging the students of this programme to consider, acknowledge and promote New Zealand's unique bi-cultural, social and environmental sensitivities. Otago Polytechnic has enjoyed a close working relationship with Te Runanga O Ngai Tahu, which is the Iwi authority of most of the South Island. Until mid- 2001, Otago Polytechnic provided the salary for a permanent Ngai Tahu course development liaison person, the late Alva Kapa, who was involved in joint venture programmes between Ngai Tahu and Otago Polytechnic. A formal Memorandum of Understanding (MOU) between Ngai Tahu and Otago Polytechnic was signed early in 2004. Operationalisation of the MOU commenced with the appointment of a Kaitohutohu, Dr Khyla Russell in December 2004.

The Memorandum of Understanding between Te Rūnanga o Moeraki, Kāti Huirapa Rūnaka ki Puketeraki, Te Rūnanga o Ōtākou, Hokonui Rūnanga Inc (kā Papatipu Rūnaka) and the Otago Polytechnic highlighted the need for Kai Tahu to have input into programmes. This following section will outline how this programme will meet the aspirations outlined in the Māori Strategic Framework which was developed to give effect to the memorandum of understanding between Kā Rūnaka and Otago Polytechnic. The MSF ² articulates Kai Tahu and Māori aspirations for tertiary education, it represents a treaty model that is reflective of partnership and it outlines the intention to build a treaty system where Māori students are encouraged and supported to succeed. The following outline highlights the School's commitment to not only the MOU but to the Māori Strategic Framework: priority four of the framework is *Te Ao Māori cultural and spiritual values are recognised and valued within Otago Polytechnic programmes.*

As part of our commitment to the Māori Strategic Framework all staff are required to complete the Treaty workshops. Staff are also encouraged to complete the Certificate in Te Mata Ao Māori . We welcome all students at orientation with Mihiwhakatu and staff are invited to introduce themselves with a Mihi. We have a staff member committed to Māori liaison, who works in conjunction with the Otago Polytechnic person in this role. There has been an increasing number of Māori students enrolled in the school and their success and retention rates have improved considerably; this has come about through deliberate strategies to engage with these students. Several staff identify as Māori

2

Māori Strategic Framework.

A core paper of the degree – Business, Heritage, Culture and Sustainability covers both the treaty and Māori impacts on business in New Zealand. In other papers we encourage the integration of the contribution and role of Māori business in New Zealand. Staff members have and continue to undertake research with a focus on Māori business.

4.3. **Learning and Teaching Strategies**

Overview:

The learning and teaching strategies to be used within this programme are:

Directed Learning

The number of face to face hours is determined course by course but generally diminishes year by year as students are encouraged to be accomplished self-directed learners. In order that students might be enabled to learn and reflect on their experience and the experience of those involved in the world of business, a range of teaching and learning strategies are employed which will:

- acknowledge and value the learning styles present in the group
- develop enquiring minds through active engagement, reflection and research
- encourage comprehension and analysis
- support skill development
- foster self-analysis
- reconstitute elements of knowledge and create new behaviour and attitudinal patterns that are contextually appropriate
- evaluate, monitor and modify their learning and behaviour.
- link theory to practice

Teaching and learning is undertaken in a variety of ways. Overall we are cognisant that exceptional individual and group feedback is necessary, and consequently our learning strategies provide individual and group work (including the entire first year being a series of projects). Students are exposed to the business community through a variety of means, eg, placements, guest speakers, projects.

Learning and Teaching Activities

Students will experience a broad range of teaching contexts and activities. These will include:

Assignment work: allows students to work independently through research and design.

Brainstorming, discussion and debate: to draw on students' expertise, stimulate ideas and thought, determine level of understanding, validate students' knowledge, consolidate learning.

Case Studies: use of case studies in order to develop appropriate skills and consolidate learning and understanding.

Demonstrations: allows students to observe procedures and techniques and appreciate and evaluate the range of options available to them in their own work.

Discussion and self-evaluation: through presentations and critiques to a panel of lecturers and/or peers, students are asked to discuss and reflect on their work in a forum that is facilitated by a staff member with clear guidelines for those involved. These techniques are commonly used in the study of business and encourage self-reflection, confidence and presentation skills as well as the opportunity for peer learning.

Electronic interactions: will enable students to experience a range of media options and incorporate best practices into everyday learning activities.

Experiential Sessions/Simulation Exercises/Role-plays: to demonstrate key ideas and processes and give students an opportunity to observe, practice and improve skills.

Facilitated discussion: to enliven and deepen collaborative learning, generate and value a diversity of perspectives and assist students to develop the skills of synthesis and integration.

Group Work/Group Projects: will encourage students to develop skills of working with others in teams. Group work allows students to tackle projects too large for an individual student to accomplish, and to gain experience with project management.

Independent study: will complement interactive sessions and allow for creative experimentation and application of knowledge.

Lectures: present students with a rich and detailed variety of material relevant to the courses offered. These serve to introduce, motivate and develop theory and knowledge.

Portfolio: will provide a reflective written account of students' work experiences.

Practical computer laboratory sessions: to facilitate understanding of and practice in relevant software applications.

Presentations: will provide students with opportunities to present key findings or aspects of work with peers and receive feedback.

Projects and competitions: to allow a student to bring together the skills and techniques learnt in class and apply these to a set brief. The brief or theme is broad enough to allow for individuality and creative flair.

Self-Directed Study: provides opportunities for students to continue with class and project work, to research ideas, to practise techniques and prepare materials for class. All students will have open access to work spaces at the SAB Student Hub.

Seminars: will highlight key challenges for practitioners and enable students to interact with and learn from sector experts while affording the opportunity to be part of a strong network of industry professionals.

Tutorials: engage students in self-directed creative development through active participation and interaction with lecturers.

Videos, guest speakers, field trips: incorporated into the programme to enable students to gain a wider perspective in the field of study. This could be used across a number of subject areas throughout the degree.

Work place experience: to give students the opportunity to observe and support practitioners working in the industry.

Students undertake a range of placements in the workplace across the three years of the degree. These are all coordinated and supervised by academic staff. Resources document systems and processes for these placements and for CEP, seminars are arranged pre and during the placement.

Self-Directed Learning

Details of self-directed hours and activities/assessments to be undertaken are clearly articulated in course outlines at the beginning of each course delivery. The number of

self-directed hours increases as the degree progresses. This encourages graduates to be self-sufficient and helps them work towards meeting the outcomes of the graduate profile.

4.4. **Assessment Philosophy, Rationale and Strategy**

Assessment rationale and methodology are clearly stated.

Assessment at Otago Polytechnic is based on the following:

- Assessment will be fair and transparent and not disadvantage any individual or group in the programme.
- Assessment provides the learner with an opportunity to get feedback on their learning – both formative feedback and summative feedback. It measures student learning against the stated outcomes for each course and is an integral part of the teaching and learning process.
- **Formative Assessment** will provide students with feedback to enhance the learning process. **Summative Assessment** will provide students with a final assessment of the course outcomes.

Assessment in this programme will be:

- **Formative**
Assessment that facilitates learning and allows students to obtain feedback on progress, levels of skills and/or knowledge acquired without contributing to a final result
- or
- **Summative**
Assessment which facilitates learning and contributes to a final result.

Assessment will measure the level of performance and achievement of the outcomes stated in each course and will be used in determining the final result for the student. Norm-referenced assessment and grading will be used to assess students' achievement in relation to their performance during the programme.

In order to qualify for a passing grade, students must satisfy the School that they have appropriately completed all mandatory components of each course. Information on mandatory components of courses, relative weightings of components and completion dates for course work will be provided to the students in writing at the start of the course.

There will be a variety of assessment methods including examinations. In any course where there is an examination students must achieve a mark of at least 40% in the final examination to pass the course. Where a student does not meet the minimum 40% requirement in a final examination they will receive a force fail grade D. Students must achieve a minimum of 50% (C-) overall to pass each course. Failure to meet course completion requirements as outlined in Course Outlines will result in a maximum grade of D.

□□□□□ **Assessment Criteria**

Throughout the three years, assessment methods that encourage students to develop and extend their individual skills will be employed.

The assessment methods used will be well-documented, clear and consistent for students and describe well-defined criteria against which the students will be assessed.

Assessment will:

- be fair and not disadvantage any individual or group in the student community; be based on a range of written, practical and/or oral tests, examinations, seminars,

reports, assignments and other forms of assessment deemed appropriate by the lecturer as outlined in section 3.5.5

- be subject to review and moderation by internal and external advisors
- provide feedback to the student to facilitate increased self-awareness and motivation
- be used to ascertain that a student has achieved a satisfactory level of performance
- be against criteria particular to that course and reflect the content being assessed and the objectives of the course. In the case of the Co-operative Education Project professional judgement in the context of the industry environment will form part of the final assessment for this course.

Assessment of students is used to:

- structure and facilitate learning
- evaluate content and teaching
- motivate students
- establish grade achievement
- allow demonstration of understanding, skill and knowledge
- monitor student progression throughout semester, year, and programme.

□□□□□ **Assessment ideals**

All assessment criteria will be based on the following ideals:

- **Ideas** - *aptitude for researching and developing ideas, which reflect a dynamic, perceptual response to experience*
- **Skills** - *presentation of work demonstrating the level of proficiency achieved through practice and experience of methods and specialised procedures*
- **Commitment** - *evidence of sustained effort, self-motivation and commitment to work, including fulfilment of submission requirements and participation in class activities.*

Each course and project will have its own specific assessment criteria relating directly to the course or project objectives and hence the skills being taught, research required or knowledge sought.

On commencement of each course students will be given a schedule, which defines the assessment requirements, submission requirements, timing, assessment methods and criteria and levels of achievement.

□□□□□ **Assessment Methods and Procedures**

Assessments will take the form of examinations, tests, practical exercises, essays, assignments, critiques, projects, laboratory simulations, reflective journals, supervised reports, documentation and presentation of research and other events appropriate to the outcomes of the programme, as detailed in each course outline.

□□□□□ **Outcomes of Assessment**

Results are submitted by the lecturer to the programme administration for processing. These results are used to produce final transcripts. Results for individual assessment events are reported to the students in a manner compatible with privacy requirements. Course work (excluding examinations) submitted for assessment will be returned with supporting feedback on completion of assessment within 10 working days of receipt of the assessment by the lecturer. Examination material will be made available for student collection.

□□□□□ **Extensions and Non-production of Assessed Work**

Extensions

Students seeking an extension must submit a written request to the assessing lecturer two working days before the assessment deadline. Extensions will be granted only in exceptional circumstances. The written request should clearly state why the student is unable to complete the assessment on time, propose an alternative date of submission, and attach any supporting evidence (eg, medical certificate) that may be required.

Extensions will be granted at the discretion of the assessing lecturer in consultation with the Programme Manager or Head of School and the student will be notified within one working day. A maximum of 10 working days will apply to all extension requests.

Late Submissions

Other than approved extensions, late submissions will have marks deducted of 10% per day per assessment.

Other than approved extensions, work handed in five or more days after the due date will not be marked and will result in the student failing the assessment.

Incomplete Submissions

Incomplete submissions will be eligible for assessment in the normal manner.

□□□□□ **Assessment Arrangements**

Tests and Examinations at a Changed Time

Approval may be granted for a student to sit a test or examination at a different time from that prescribed in the course outline in the following circumstances:

- where the student has another test or examination in the School of Applied Business at the same time
- where work commitments arise which are unknown and could not reasonably be foreseen at the commencement of the course
- other exceptional circumstances beyond the control of the student. NOTE - holidays or other personal commitments or events are not considered appropriate grounds for sitting assessments at different times.

For security purposes, the time arranged for the test or examination will be preferably within 24 hours of the time prescribed in the exam timetable, and after other students have sat the assessment.

The application must be made to the Programme Manager preferably within 14 days prior to the date of the assessment in the exam timetable unless exceptional circumstances do not permit this to happen.

Off-site Assessment

Only in exceptional circumstances, and where appropriate arrangements can be made, will an application for off-campus assessment be considered. NOTE - holidays or other personal commitments or events are not considered appropriate grounds for sitting assessments off-site.

The application is to be submitted to the Programme Manager preferably at least 14 days prior to the date of the assessment in the course outline. The student is required to present with such an application:

- a signed declaration by their employer or other appropriate person verifying the circumstance requiring the off-campus assessment
- the name of a nominated person of suitable character/position who has agreed to supervise the assessment away from the Polytechnic. The person's contact telephone numbers and address are to be included.

For security purposes, the time arranged for the off-site assessment will be preferably within 24 hours of the time prescribed in the exam timetable, and preferably as close to the scheduled assessment time as possible.

The person nominated to supervise the assessment off-site must sign a statement of compliance with assessment procedures, and return this and all the assessment material including the assessment questions and student answers to the Administrator within three working days of the assessment. This material is to be sent by registered mail or courier.

Any costs associated with off-site campus assessment are the responsibility of the student.

□□□□□ **Aegrotat and Impaired Performance**

Applications for Aegrotat and/or Impaired Performance will comply with the academic policy AP900 Assessment and Moderation.

An aegrotat assessment results in a grade estimate for a course where the student was unable to complete or submit an assessment due to illness or other circumstances beyond their control. In an aegrotat assessment, the grade estimate is based on the student's past performance in that course within the same academic year. An aegrotat assessment will only be made where there is grade evidence of the student's past performance in a highly comparable set of skills, tasks and/or knowledge as ought to have been tested in the missed assessment. The aegrotat grade will be set at the same grade level as that achieved in the comparable assessment task. Where this is not practicable, a grade of AEG will be awarded. Students must have completed more than two-thirds of the assessment tasks for a course, to be considered for an aegrotat assessment.

Any student who believes their ability to satisfactorily undertake, complete or hand in a summative assessment task has been detrimentally affected by events outside of their control (such as sudden illness) may apply for an impaired performance assessment.

An application for aegrotat or impaired performance must be made in writing within 24 hours of the assessment due date. Written requests must be handed into the Administrator stating which assessment task the application refers to and the grounds for the application. Documentary evidence will be required, eg, a medical certificate. The granting of an aegrotat or impaired performance application is at the discretion of both the subject lecturer(s) and the Programme Manager or Head of School.

□□□□□ **Normal Progression**

Students normally progress through the programme by completing the courses required in years one, two and three.

For entry and progression into years two and three students are normally required to complete the nominated pre-requisite courses and have achieved and passed a minimum of 60 credits in year one for entry to year two and 60 credits at year two for entry into year three of the programme. Should these requirements not be met, progression to further courses will be allowed at the discretion of the Programme Manager or Head of School.

Students will be advised to complete the majority of their programme of study in sequence when completing their academic path of study.

□□□□□ **Failure to Meet Acceptable Academic Standards**

A student may not enrol in any course more than three times.

If a student fails a course three times, application for further opportunities to complete the course is at the discretion of the Head of School.

Progress will be deemed insufficient if a full time student fails half or more of the enrolled programme/courses in any one year.

If a student fails to make sufficient academic progress, continuation in the programme is at the discretion of the Programme Manager or Head of School.

□□□□□□ **Assessment Moderation**

Moderation ensures that the programme maintains an equivalence of outcomes for similar degrees both nationally and internationally. This is achieved through a process of internal and external moderation of assessment materials. The coherence of the programme as a whole is subject to on-going and periodic review. Moderation of assessment will be undertaken as both pre-assessment task moderation and post-assessment result moderation.

The lecturer in charge of a particular course is responsible for the moderation of all assessment information given to students in that course.

Pre-assessment Moderation

All assessment tasks and marking schedules are moderated prior to use.

Typically pre-assessment moderation is undertaken by an assessment task and marking schedule being given to another lecturer in the programme to undertake independent evaluation and make recommendations for adjustment OR by a lecturer from a partner institution.

The moderated assessment task, accompanied with a signed moderation form, is submitted to the Programme Manager prior to the assessment event, for filing.

Post-assessment Moderation

Post-assessment moderation will be undertaken through external moderation. All courses will be externally moderated on a five yearly cycle and after their first instance of provision.

All assessment tasks and marking schedules will be evaluated to determine the appropriateness and relative level of course materials. Student work will be evaluated selecting students' work from the top, middle and bottom quartile for each assessment item. External moderation will ensure consistency through the checking of the students' scripts against the moderated marking schedules.

Assessment materials and student work will be sent, where practicable, to another provider delivering a similar degree in New Zealand.

This external moderation will provide feedback if necessary for the review or revision of assessment tools for the future, ensuring comparability, validity and consistency of assessment outcomes against the identified learning outcomes. A written report from the external moderator will be required which will be forwarded to the lecturer, Programme Manager and Head of School.

4.5. **Structure of the Programme**

The structure of the programme is appropriate to the aim, content and learner needs.
The compulsory and elective combination of components is consistent with the aim of the programme.
The combination of components makes a coherent programme.

□□□□□ **Programme Structure - Bachelor of Applied Management and Majors**

Common structure (2009) applies to all majors except Accounting

Year One - 120 credits		
Compulsory – 120 credits 8 papers – 15 credits – level 5		
Year Two – 120 credits		
Compulsory – 30 credits 2 papers – 15 credits – level 6 <i>(Applied Management and Research Methods)</i>	Major – Compulsory – 45 credits 3 papers – 15 credits – level 6	Electives – 45 credits 3 papers – 15 credits – level 5, 6 or 7
Year three – 120 credits		
Electives 2 papers – 30 credits Level 5, 6 or 7	Major – Compulsory – 90 credits 2 papers – 30 credits – level 7 Cooperative Education – 60 credits – level 7	

All majors will comprise the Co-operative Education Placement of 60 credits at level 7, and five 15 credit courses, three at level 6 and two at level 7 including

- A minimum of two compulsory core courses, and
- A maximum of three electives from a defined list of courses which are related to the major.

All programmes of study will be finalised through course advice and guidance to ensure coherence of outcomes for the learner's chosen pathway.

Where considered essential to the programme of study for a particular major, a level 5 course such as Special Topic may be included in the defined list of elective.

□□□□□ **Majors**

The Bachelor of Applied Management offered collaboratively with CPIT and NorthTec has the following majors –

Qualification awarded with no major – it is proposed that students may design their own 'major'. Written approval of a coherent path of study would need to be obtained from the Programme Manager for the Bachelor of Applied Management prior to the student commencing their level 6 (year 2) papers. CEP would need to be undertaken with the path of study theme proposed by the student. In this instance the qualification will be awarded without a major.

Qualification awarded with a Double Major - A double major may be completed. Students will be required to complete all papers in the two discipline areas (majors), as per

the Programme Matrix. The Co-Operative Project paper must incorporate both academic disciplines. Where there are common papers between majors, students will still complete 360 credits and therefore will need to successfully complete additional elective papers. Degree certification will subsequently list both majors.

Elective papers must not replicate content in other papers contributing to the degree.

The full list of majors is

- Accounting
- Business Excellence
- Business Information Systems
- Business Transformation and Change
- Event Management
- Food and Beverage Management
- Hotel Management
- Human Resource Management
- Innovation and Entrepreneurship
- Operations and Production Management
- Project Management
- Sales and Marketing
- Sport Management
- Strategic Management
- Sustainable Practice
- Tourism Management

Note: *not all majors will be delivered each year.*

□□□□□□ **Programme Matrix for each Major**

Bachelor of Applied Management (Business Information Systems) Programme Matrix

	Course Code (OP/CPIT)	Course Name	Level	Credit
Year One	Core Courses			
	BX554001/AMIA400	Introduction to Accounting	5	15
	BX556001/AMPC560	Professional Communication	5	15
	BX550001/AMBH500	Business Heritage, Culture and Sustainability	5	15
	BX551001/AMCL510	Commercial Law	5	15
	BX552001/AMEC520	Economics	5	15
	BX554101/AMIM541	Introduction to Marketing	5	15
	BX555001/AMBC550	Business Computing	5	15
	BX553001/AMMA530	Management	5	15
	Total			
Year Two	Core Courses			
	BX663601/AMAM636	Applied Management	6	15
	BX660001/AMRM600	Research Methodology	6	15
	Compulsory Courses			
	BX665001/AMAC650	Applied Computing	6	15
	BX665201/AMSA652	Systems Analysis and Design	6	15
	BX660002/AMBA600	Introduction to Business Analysis	6	15
	Elective Courses			
	BX663301/AMHR633	<i>Human Resources</i>	6	15
	BX663101/AMSP631	<i>Strategic Planning for Small Business</i>	6	15
	BX663001/AMPL630	<i>Principles of Leadership</i>	6	15
Total				120

	Course Code	Course Name	Level	Credit
Year Three	Compulsory Courses			
	BX770005/AMIC700	Management of Information and Communication Technologies	7	15
	BX770002/AMBA700	Business Analysis	7	15
	BX770001/AMCE700	Co-operative Education Project	7	60
	Elective Courses			
	BX660301/AMIF603	<i>Introduction to Finance</i>	6	15
	BX770007/AMIM700	<i>International Marketing</i>	7	15
	Total			
Programme Total				360

Bachelor of Applied Management (Event Management) Programme Matrix

	Course Code	Course Name	Level	Credit
Year One	Core Courses			
	BX554001/AMIA400	Introduction to Accounting	5	15
	BX556001/AMPC560	Professional Communication	5	15
	BX550001/AMBH500	Business Heritage, Culture and Sustainability	5	15
	BX551001/AMCL510	Commercial Law	5	15
	BX552001/AMEC520	Economics	5	15
	BX554101/AMIM541	Introduction to Marketing	5	15
	BX555001/AMBC550	Business Computing	5	15
	BX553001/AMMA530	Management	5	15
	Total			120

	Course Code	Course Name	Level	Credit
Year Two	Core Courses			
	BX663601/AMAM636	Applied Management	6	15
	BX660001/AMRM600	Research Methodology	6	15
	Compulsory Courses			
	BX663601/AMPM600	Project Management	6	15
	BX660001/AMEL600	Event Logistics	6	15
	BX660007/AMEP600	Event Planning and Management	6	15
	Elective Courses			
	BX663301/AMHR633	<i>Human Resources</i>	6	15
	BX663101/AMSP631	<i>Strategic Planning for Small Business</i>	6	15
	BX663001/AMPL630	<i>Principles of Leadership</i>	6	15
Total			120	

	Course Code	Course Name	Level	Credit
Year Three	Compulsory Courses			
	BX770001/AMEM700	Event Marketing and Sponsorship	7	15
	BX770006/AMEP700	Event Project	7	15
	BX770001/AMCE700	Co-operative Education Project	7	60
	Elective Courses			
	BX660002/AMBA600	<i>Introduction to Business Analysis</i>	6	15
	BX770007/AMIM700	<i>International Marketing</i>	7	15
Total			120	
Programme Total			360	

Bachelor of Applied Management (Innovation and Entrepreneurship) Programme Matrix

Year One	Course Code	Course Name	Level	Credit
	Core Courses			
	BX554001/AMIA400	Introduction to Accounting	5	15
	BX556001/AMPC560	Professional Communication	5	15
	BX550001/AMBH500	Business Heritage, Culture and Sustainability	5	15
	BX551001/AMCL510	Commercial Law	5	15
	BX552001/AMEC520	Economics	5	15
	BX554101/AMIM541	Introduction to Marketing	5	15
	BX555001/AMBC550	Business Computing	5	15
	BX553001/AMMA530	Management	5	15
	Total			
Year Two	Course Code	Course Name	Level	Credit
	Core Courses			
	BX663601/AMAM636	Applied Management	6	15
	BX660001/AMRM600	Research Methodology	6	15
	Compulsory Courses			
	BX660006/AMEN600	Entrepreneurship	6	15
	BX660011/AMIC600	Innovation and Creativity	6	15
	BX663101/AMSP631	Strategic Planning for Small Business	6	15
	Elective Courses			
	BX663301/AMHR633	<i>Human Resources</i>	6	15
	BX66012/AMMD600	<i>Market Development and Sales</i>	6	15
BX663001/AMPL630	<i>Principles of Leadership</i>	6	15	
Total				120

Year Three	Course Code	Course Name	Level	Credit
	Compulsory Courses			
	BX770015/AMMG700	Managing for Growth	7	15
	BX770017/AMPD700	Product Development	7	15
	BX770001/AMCE700	Co-operative Education Project	7	60
	Elective Courses			
	BX660002/AMBA600	<i>Introduction to Business Analysis</i>	6	15
	BX770007/AMIM700	<i>International Marketing</i>	7	15
Total				120
Programme Total				360

OTHER MAJORS

Accounting Compulsory Courses		Level	Credit
BX660101/AMFA601	Intermediate Financial Accounting	6	15
BX660201/AMMA602	Intermediate Management Accounting	6	15
BX660601/AMTX606	Taxation in NZ	6	15
AMFA700	Advanced Financial Accounting	7	15
BX770014/AMMA700	Advanced Management Accounting	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
Business Excellence			
BX66XXXX or BX77XXXX	<i>Any level 6 or 7 course from BAppMgt Schedule</i>	6 or 7	15
BX66XXXX or BX77XXXX	<i>Any level 6 or 7 course from BAppMgt Schedule</i>	6 or 7	15
BX770025	Managing for Organisational Excellence	7	15
BX770026	Assessing Organisational Excellence	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
Business Transformation and Change Compulsory Courses			
BX660014/AMPM600	Project Management	6	15
BX663001/AMPL630	Principles of Leadership	6	15
BX660013/AMOB600	Organisational Behaviour	6	15
BX770016/AMSM700	Strategic Management	7	15
BX770022/AMTC700	Business Transformation and Change	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
Food and Beverage Management Compulsory Courses			
BX660004/AMCE600	Catering Events Management	6	15
BX660008/AMFB600	Food and Beverage Operations	6	15
BX660016/AMSM600	Services Marketing Management	6	15
BX772101/AMFB721	Contemporary Issues in the Food and Beverage Industry	7	15
BX770020/AMSM700	Strategic Management	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
Hotel Management Compulsory Courses			
BX660009/AMFM600	Facilities Management	6	15
BX660015/AMRD600	Rooms Division Operations Management	6	15
BX660016/AMSM600	Services Marketing Management	6	15
BX772102/AMHI721	Contemporary Issues in the Hotel Industry	7	15
BX770020/AMSM700	Strategic Management	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
Human Resource Management Compulsory Courses			
BX663301/AMHR633	Human Resources	6	15
	<i>And two of the following Level 6 courses</i>		
BX663501/AMIR635	Industrial Relations	6	15
BX660013/AMOB600	Organisational Behaviour	6	15
BX663001/AMPL630	Principles of Leadership	6	15

BX770010/AMHR700	Advanced Human Resource Management	7	15
BX772103/AMHR721	Contemporary Issues in the Human Resource Mgt	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
Innovation and Entrepreneurship Compulsory Courses			
BX660006/AMEN600	Entrepreneurship	6	15
BX660011/AMIC600	Innovation and Creativity	6	15
BX663101/AMSP631	Strategic Planning for Small Business	6	15
BX770015/AMMG700	Managing for Growth	7	15
BX770017/AMPD700	Product Development	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
Operations and Production Management Courses			
Compulsory			
BX660014/AMPM600	Project Management	6	15
BX632001/AMOM632	Operations Management	6	15
BX770017/AMPD700	Product Development	7	15
BX770019/AMRI700	Resource Integration Management	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
Specified Electives – select one of the following:			
BX663301/AMHR633	Human Resources	6	15
BX660301/AMIF603	Introduction to Finance	6	15
BX663501/AMIR635	Industrial Relations	6	15
AMMA602	Introduction to Management Accounting	6	15
Project Management Compulsory Courses			
BX660014/AMPM600	Project Management	6	15
BX660301/AMIF603	Introduction to Finance	6	15
BX632001/AMOM632	Operations Management	6	15
BX770018/AMPM700	Advanced Project Management	7	15
BX770019/AMRI700	Resource Integration Management	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
Sales and Marketing Compulsory Courses			
BX664401/AMCB644	Consumer Behaviour	6	15
BX660012/AMMD600	Market Development and Sales	6	15
BX664801/AMMP648	Marketing Planning and Control	6	15
BX770007/AMIM700	International Marketing	7	15
BX770016/AMMK700	Strategic Marketing	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
Sport Management Compulsory Courses			
BX660005/ AMEL600	Event Logistics	6	15
BX660019/AMSF600	Sport Facility Management	6	15
BX663001/AMPL630	Principles of Leadership	6	15
BX770006/AMEP700	Event Project	7	15

BX770013/AMIS700	Information and Policy in Sport Management	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
Strategic Management Compulsory Courses			
BX663001/AMPL630	Principles of Leadership	6	15
BX663101/AMSP631	Strategic Planning for Small Business	6	15
BX660016/AMSM600	Services Marketing Management	6	15
BX770023/AMBS700	Business and Society	7	15
BX770020/AMSM700	Strategic Management	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
Sustainable Practice			
BX66XXXX or BX77XXXX	<i>Any level 6 or 7 course from BAppMgt Schedule</i>	6 or 7	15
BX66XXXX or BX77XXXX	<i>Any level 6 or 7 course from BAppMgt Schedule</i>	6 or 7	15
BX770030	Evaluating sustainable practice	7	15
BX770027	Implementing sustainable practice	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
Tourism Management Compulsory Courses			
BX660113	Accommodation Services Management	6	15
BX660112	Sustainable Tourism Practices	6	15
BX660111	Tourism Industry and Enterprises	6	15
BX660114	Tourism Multimedia	6	15
BX772104 /AMTI721	Contemporary Issues in the Tourism Industry	7	15
BX770023/AMTP700	Tourism Policy and Planning	7	15
BX770001/AMCE700	Co-operative Education Project	7	60
New elective courses			
BX550002/AMWD500	Web Design Fundamentals	5	15
BX660017/AMST600	Special Topic	6	15
BX770021/AMST700	Special Topic	7	15
BX660601/AMLB610	The Law of Business Entities	6	15
AMAA600	Auditing and Assurance (<i>replaces AMIA605</i>)	6	15
BX550101/AMAP501	Accounting Practices	5	15
BX662501/AMTF676	International Trade and Finance	6	15
ARWR501	Academic Reading and Writing	5	15
AMIS600	Accounting Information Systems	6	15
AMBD500	Business Statistical Analysis	5	15
Unspecified elective courses			
AMEL001 – 005	Electives One, Two, Three, Four, Five		15
Total Elective courses (75 credits)			75
PROGRAMME TOTAL			360

Programme Matrix – Graduate Diplomas

Students will complete 120 credits of which 75 must be at level 7.

Accounting Compulsory Courses			
BX660101	Intermediate Financial Accounting	6	15
BX660201	Intermediate Management Accounting	6	15
BX660601	Taxation in New Zealand	6	15
BX770008	Advanced Financial Accounting	7	15
BX770014	Advanced Management Accounting	7	15
BX770011	Industry Project	7	45
Business Information Systems			
BX665001	Applied Computing	6	15
BX665201	Systems Analysis and Design	6	15
AMBA600	Introduction to Business Analysis	6	15
AMIC700	Management of Information and Communication Technologies	7	15
AMBA700	Business Analysis	7	15
AMCE700	Industry Project	7	45
Business Transformation and Change Compulsory Courses			
BX660014	Project Management	6	15
BX663001	Principles of Leadership	6	15
BX660013	Organisational Behaviour	6	15
BX770022	Business Transformation and Change	7	15
BX770020	Strategic Management	7	15
BX770011	Industry Project	7	45
Event Management			
BX660014	Project Management	6	15
BX660005	Event Logistics	6	15
BX660007	Event Planning and Management	6	15
BX770004	Event Marketing and Sponsorship	7	15
BX770006	Event Project	7	15
BX770011	Industry Project	7	45
Food and Beverage Management Compulsory Courses			
BX660007	Event Planning and Management	6	15
BX660008	Food and Beverage Operations	6	15
BX660016	Services Marketing Management	6	15
BX772101	Contemporary Issues in the Food and Beverage Industry	7	15
BX770020	Strategic Management	7	15
BX770011	Industry Project	7	45
Hotel Management Compulsory Courses			
BX660009	Facilities Management	6	15
BX660015	Rooms Division Operations Management	6	15
BX660016	Services Marketing Management	6	15
BX772102	Contemporary Issues in the Hotel Industry	7	15
BX770020	Strategic Management	7	15
BX770011	Industry Project	7	45
Human Resource Management Compulsory Courses			
BX663501	Industrial Relations	6	15

BX663301	Human Resources	6	15
BX660013	Organisational Behaviour	6	15
BX770010	Advanced Human Resource Management	7	15
BX772103	Contemporary Issues in Human Resource Management	7	15
BX770011	Industry Project	7	45
Innovation and Entrepreneurship Compulsory Courses			
BX660006	Entrepreneurship	6	15
BX660011	Innovation and Creativity	6	15
BX663101	Strategic Planning for Small Business	6	15
BX770015	Managing for Growth	7	15
BX770017	Product Development	7	15
BX770011	Industry Project	7	45
Operations and Production Management Compulsory Courses			
BX660014	Project Management	6	15
BX660201	Intermediate Management Accounting	6	15
BX632001	Operations Management	6	15
BX770018	Advanced Project Management	7	15
BX770019	Resource Integration Management	7	15
BX770011	Industry Project	7	45
Project Management Compulsory Courses			
BX660014	Project Management	6	15
BX660301	Introduction to Finance	6	15
BX632001	Operations Management	6	15
BX770018	Advanced Project Management	7	15
BX770019	Resource Integration Management	7	15
BX770011	Industry Project	7	45
Sales and Marketing Compulsory Courses			
BX664401	Consumer Behaviour	6	15
BX660012	Market Development and Sales	6	15
BX664801	Marketing Planning and Control	6	15
BX770007	International Marketing	7	15
BX770016	Strategic Marketing	7	15
BX770011	Industry Project	7	45
Sport Management Compulsory Courses			
BX660005	Event Logistics	6	15
BX660019	Sport Facility Management	6	15
BX663001	Principles of Leadership	6	15
BX770006	Event Project	7	15
BX770013	Information and Policy in Sport Management	7	15
BX770011	Industry Project	7	45
Strategic Management Compulsory Courses			
BX663001	Principles of Leadership	6	15
BX663101	Strategic Planning for Small Business	6	15
BX660016	Services Marketing Management	6	15
BX770003	Business and Society	7	15
BX770020	Strategic Management	7	15
BX770011	Industry Project	7	45
Tourism Management Compulsory Courses (under review 2012)			

BX660007	Enterprise and Industry	6	15
BX660016	Destination Marketing	6	15
BX660018	Travel Multimedia or Sales and Promotion	6	15
BX660111	Tourism Industry and Enterprises	6	15
BX660112	Sustainable Tourism Practices	6	15
BX660113	Accommodation Service Management	6	15
BX660114	Tourism Multimedia	6	15
BX772104	Contemporary Issues in the Tourism Industry or Sustainable Tourism Practices	7	15
BX770023	Destination Management	7	15
BX770011	Industry Project	7	45
Business Excellence			
BX660104	Principles and Practice of Quality Management	6	15
BX663001	Principles of Leadership	6	15
BX660013	Organisational Behaviour	6	15
BX770025	Managing for Organisational Excellence	7	15
BX770026	Assess Organisational Excellence	7	15
BX770011	Industry Project	7	45
Sustainable Practice			
BX660105	A Systems Approach to Sustainable Practice	6	15
BX660106A	Engagement and dialogue to support change towards Sustainable Practice	6	15
BX770027	Implementing Sustainable Practice	7	15
BX770011	Industry Project	7	45
BX770030	Evaluating Sustainability Implementations	7	15
Elective – one of the following			
BX660107A	Creating Living Built Environment	6	15
BX660108	Sustainable Land Management	6	15
BX660109	Sustainable Production and Organic Certification	6	15
BX660110	Social Entrepreneurship	6	15
BX770028	Sustainable Lean Systems for Business Excellence	7	15
BX770029	Sustainable Community Development	7	15
BX550104	Sustainable Practice in Business	5	15
BX660017	Special Topic	6	15
BX770021	Special Topic	7	15
New elective courses			
BX550002	Web Design Fundamentals	5	15
BX660003	Business Operations in a Global Context	6	15
BX660010	Business Culture in a Global Context	6	15
BX660017	Special Topic	6	15
BX550105	Special Topic	5	15

Programme Sequencing and Progression

Students normally progress through the programme by completing the courses required in years one, two and three.

For entry and progression into years two and three students are normally required to complete the nominated pre-requisite courses and have achieved and passed a minimum of 60 credits in year one for entry to year two and 60 credits at year two for entry into year

three of the programme. Should these requirements not be met, progression to further courses will be allowed at the discretion of the Programme Manager or Head of School.

Students will be advised to complete the majority of their programme of study in sequence when completing their academic path of study.

□□□□□ Teaching and Learning Framework

Building capability through “Inspiring Capability”

The essence of our educational mission is “Inspiring Capability” – at Otago Polytechnic, through our programmes of learning, our explicit purpose is to build the capability of our learners, and in turn the capability of the communities which we serve. This is done through a focus on learning and a single mindedness in applying theory to practice, wherever possible in the context of real world practical experiences. We are preparing our learners to be capable practitioners who will not only have specialised knowledge and (technical) skill but also a range of personal qualities that enable them to be effective – to perform in their chosen vocational area. At Otago Polytechnic we develop our learners so that they may be “creatively capable” – so that they are open to new ways of thinking and acting, and can bring innovative solutions to the problems which they might face in practice and life.

The personal qualities underpinning capability

Graduates will have the following attributes, consistent with this field of study and level of qualification. They will be -

Core Capabilities	<i>How this will be achieved in this qualification:</i>
<i>Competent and skilful communicators</i>	Businesses require competent and skilful communication. Students are given numerous opportunities to develop their oral and verbal communication skills through the applied nature of the degree.
<i>Creatively Capable</i> <ul style="list-style-type: none"> • <i>Creative Thinkers</i> • <i>Effective Problem solvers</i> 	To ensure continuity businesses are necessarily involved in the invention and generation of ideas, products, hypotheses and high performance in a field(s) of knowledge, leading to the development of new knowledge, understanding or expertise. Graduates are able to employ a range of strategies which will allow them to contribute to innovative thinking in business. Strategic skills are developed and applied over the three years of the programme.

Core Capabilities	How this will be achieved in this qualification:
<p><i>Literate and numerate, and information and digitally literate</i></p>	<p>Students gain confidence in their ability to communicate their ideas in both oral and written formats. Academic writing skills are developed in the Professional Communication paper where students develop their formal research techniques, report and essay writing skills. These skills are then applied through many of the other courses. Verbal and visual communication skills are developed and practised at each year level, and receive particular focus at third year within CEP.</p> <p>All students are expected to apply skills and techniques appropriate for investigation, inquiry and critical thinking in a business context. These skills are applied in every course on the degree programme with increasing expectations at each year of the programme.</p> <p>In experiential projects students gain competence in the use and appropriate application of a range of tools, skills, techniques and software concepts relevant to the discipline. The goal is for students to be able update their own skills through an understanding of software concepts and life-long learning strategies in this area.</p>
<p><i>Personally Effective</i></p> <ul style="list-style-type: none"> • <i>Self-aware</i> • <i>Adaptable</i> • <i>Reflective</i> • <i>Work effectively with others, valuing diversity</i> • <i>Self-manage</i> • <i>Accept responsibility</i> • <i>Provide leadership</i> 	<p>Broad curriculum content in first two years of the programme and the development of an individual focus in the third year develops breadth and depth within the discipline and creating multi-skilled graduates who can effectively contribute to the business. Interaction with client and industry projects, placements and exchange programmes also develop adaptability and an ability to work under pressure, preparing students for the dynamic nature of business.</p> <p>Team projects encourage collaborative idea development, problem-solving and conflict resolution.</p> <p>The development of self-awareness in the context of this programme is facilitated in several ways. Firstly through on-going written and verbal reflection and also through presentations and critique of ideas to peers and lecturers. Students also demonstrate self-awareness when selecting work for their portfolio. Finally working with peers in facilitated groups, real clients and industry professionals requires students to reflect on their own roles, responsibilities and individual contribution.</p> <p>Opportunities for inter-disciplinary and collaborative projects throughout the programmes prepare graduates for the cooperative, team-based model often encountered in the workplace.</p> <p>Work placements develop work-readiness, an understanding of the supply chain and relationships with potential employers.</p> <p>Skills gained in the degree are highly sought-after in industry.</p>

Core Capabilities	<i>How this will be achieved in this qualification:</i>
<i>Ethically and Socially Responsible</i>	<p>Through the integration of assessed sustainable learning outcomes, students will develop awareness and understanding of the application of these principles generically and then later in the context of their selected major(s).</p> <p>Engagement with industry in the ways listed above provides valuable opportunities for students to connect theory and practice and understand their own ability to make contributions to business in NZ and elsewhere.</p> <p>Student exchange and visiting scholar programmes provide a valuable international perspective.</p>
<i>Autonomous Learning</i>	<p>The applied, vocational nature of the programme attracts students who intend to become managers/practitioners within the business, professions and industry. Business study involves a student-centred learning style, which is responsive to individuality but also addresses the increasing need of business for employees to work effectively on projects and/or in teams. Graduates will also have developed their own approach to learning through designing their own research projects.</p>
<i>Able to practise safely</i>	<p>Students are made aware of the concept of sustainable practices throughout the Bachelor of Applied Management programme.</p> <p>Increasing provision of materials to students on-line rather than in hard copy.</p> <p>Using local products where available.</p> <p>Encouraging consideration of the advantages of recycling and using environmentally friendly products.</p> <p>Maintaining intellectual currency in the discipline.</p> <p>Encouraging the construction of professional networks and support structures.</p> <p>Encouraging ownership and responsibility. Graduates need to realise that social sustainability is the result of everyone's actions, and each of us must consider the impact we are having. They will understand the causal relationship between their behaviour and the state of their communities.</p>

4.6. **Research**

Research is an essential and necessary component of a number of the courses within the programme. During the second year of the degree students will be provided with the ability and skills necessary to apply appropriate research methods to address various business-related theories or problems. Through comprehending the various types of research and the principles and techniques used in the processing and analysing of data, students will be able to apply the skills throughout the programme and formulate a research proposal and carry out that research for their end of year final project. This project enables the student to specialize in an area of interest to produce work of the highest quality as evidence of their development throughout the programme. They will critically analyse a range of existing ideas, theories and concepts through research and contribute to the current debate concerning the issue.

The kinds of research components³ within the courses of the programme will be 'Basic or Fundamental Research', 'Applied Research', and 'Creative Work' with most research situations requiring all in varying amounts.

Basic or Fundamental Research: experimental or theoretical work undertaken primarily to acquire new knowledge without any particular application or use in view. This will apply to the researching of existing written, documented or otherwise recorded material, data or other forms of information.

Strategic Research: work which is intended to generate new knowledge in an area which is not yet advanced sufficiently to enable specific applications to be identified.

Applied Research: work which develops or tests existing knowledge and is primarily directed towards either specific practical objectives or towards the evaluation of policies or practices. This will apply to the researching of factors, recording of data, evaluating or otherwise studying and gaining information through first hand experience, for example conducting a survey, or testing a material component for performance values.

Scholarship: work which is intended to expand the boundaries of knowledge and understanding within and across disciplines by the analysis, synthesis and interpretation of ideas and information, making use of rigorous methodology.

Activities, which may be equivalent to research when certain conditions are met, include:

- **Consultancy:** which involves the deployment of existing knowledge and the application of analytical and investigative skills to the resolution of problems presented by a client, usually in an industrial, commercial, or professional context.
- **Professional Practice:** some of which overlaps with consultancy when conducted at an advanced level. In certain subject areas and professions the theorisation and effectiveness of professional practice are advanced by academic staff who practise and participate in it.

4.7. **School of Applied Management Research Activities**

Students are given guidance on the development and approval of research projects through a structured process that involves:

- Assistance in the definition of the aims and objectives of the research brief and advice on methodological, conceptual and procedural matters relating to their outcome.
- Familiarising students with the resources available to them within the school, libraries, wider institution and profession, along with programme assessment requirements, time management plan, schedules and deadlines so that work may progress within the planned timeframe.
- Guidance about the specific nature of research and the standard expected, the planning of the research, literature and sources and desirable attendance at tutorials and seminars.
- Lecturers will arrange regular meetings with the student to discuss progress. It is a shared responsibility to ensure that there is good communication between students and lecturer/supervisor while undertaking the project. Students are expected to meet appointment times and staff to follow up with the student if appointments are missed.
- Being accessible to students at other appropriate times when he or she may need advice or support.
- Ensuring that prompt responses are provided when required.

3

Definitions taken from ITP Quality. (2004) *Approval and Accreditation of courses leading to Degrees and related qualifications*. (pp.27-28)

- Providing formative feedback on progress to students at the end of each review/checkpoint. In a co-teaching situation, this feedback would be saved into a shared file.
- Ensuring that students are made aware of inadequate progress; or if the lecturer's opinion is that the student is unlikely to achieve the required standard, to notify the Project or CEP co-ordinator for the programme and the student.
- Criteria and procedures for the appointment of appropriately qualified and experienced supervisors include:
 - Relevant tertiary qualifications and/or industry experience for a degree programme.
 - Staff supervising third-year major projects will have achieved or be working towards a post-graduate qualification. However, additional staff or external supervisors may be brought in to supervise elements of the project which require professional or industry-specific guidance and/or academic rigour.

Mechanisms for ethical consideration of student research projects include familiarisation of the student researchers with Otago Polytechnic Guidelines on Ethical Practices in Research before commencing the project and the application process which must be followed. The Otago Polytechnic Research Ethics Committee meets monthly on dates that are notified before the start of the academic year and considers all applications at these meetings.

4.8. **Student Research Practices**

All students completing the Bachelor of Applied Management will be required to undertake research during their course of study.

Research skills will be progressively developed through a students' study programme. This will culminate with students completing the Industry Internship (Co-operative Education Project) in the final semester of their last year of study.

The focus of the Co-operative Education Project will be applied research. Students will look to take knowledge gained through their study and apply it to a workplace issue or situation with which they are presented. The output of this will be a written research project which will be presented to staff and organisational representatives.

Students will be supported through this process by a:

- course co-ordinator – an academic who has academic responsibility for running the course
- academic supervisor – an academic who has content knowledge specific to the area of research on which the student is working
- organisational supervisor – a representative from the organisation for whom the student is undertaking the research who can provide the required internal knowledge and contacts needed to understand the research project.

4.9. **Variations to OP Expectations**

This degree is offered collaboratively with Northech and CPIT. Further partners are expected to join in 2012/13. Collaboration occurs through the sharing of resources including assessments, moderation, blended delivery, feedback and/or involvement in the development of new majors, etc. Staff from partner institutions meet annually.

4.10. **Occupational Safety and Health**

Programme Specific Risks Including Physical and Emotional Risks

There are no specific risks for this programme other than those associated with specific majors. The risk management procedures listed below will apply.

Risk Management Procedures

At the beginning of the programme, students are advised of the safety aspects and processes for identification of hazards associated with any component of any course within this programme.

The Student Programme Handbooks outline the minimum safety requirements for the programme.

Students on placement or visiting workplaces are required to adhere to the Health and Safety requirements of the organisation and any other relevant policies.

Students are not permitted to use any equipment without appropriate prior instruction and supervision. Safety issues are discussed at the commencement of a component of any course. Safety is assessed as an integral part of teaching and learning and assessment processes.

Staff are appropriately qualified for use of all machinery and equipment available in the laboratories and technical areas

4.11. **Transition Arrangements**

Transition arrangements applied to a range of students when the Bachelor of Applied Management was first delivered. Refer Appendix 1.

5. Programme Management

5.1. Programme Ownership

The programme is owned and managed by a clearly identified organisation.

This programme was developed by Otago Polytechnic but is now co-owned and delivered by Otago Polytechnic, CPIT and Northtec.

5.2. Off-site Practical/Work Based Components

There are arrangements for ensuring that any off-site practical/work-based components are fully integrated into the relevant programmes.

Work Based Components

In this programme, off-site practical / work-based components are incorporated through course outlines. Students are advised at the beginning of any course of intentions for visits or placements, etc. Preparation and advice occurs in written form and verbally in class; for substantial placements preparation is more extensive and occurs at workshops.

Offsite work-based / practical experiences will comply with Otago Polytechnic safety requirements and requirements for contracts with employers.

Approval of Sites

Where required, Workplace sites will be approved as suitable for the programme by using appropriate workplace selection criteria.

The evaluation of the workplace site is undertaken by Head of School or delegate.

6. PROGRAMME REGULATIONS

6.1. Length of the Programme

The length of the programme is clearly defined and appropriate.

3 year/s full-time – 30 teaching weeks, 8 holiday weeks, gross weeks 40 per year.

Typical weekly directed learning hours: Year 1: 16 hours per week; Year 2: 12 hours per week; Year 3: 8 hours per week. These may vary course by course.

Maximum/minimum timeframes for completion of programme:

The minimum time in which a full time student can complete this qualification is normally three years. The maximum period of time to complete the programme is 10 years. Any extension to this period would require a written application by the student to Head of School and Programme Manager. In granting an extension of time, current competency will be taken into account.

6.2. Variations to Otago Polytechnic expectations – Bachelor of Applied Management

Entry requirements	See section 6.2.1 below for details
Selection Process	See section 6.2.2 below for details
Provisional Entry	YES Variation:
Enquiries, Applications, Category	2
Grade Table	J:GCRA
Assessment	See section 4.4 for details
Assessment in Te Reo	As per OP expectations
Recognition of Prior Learning	As per OP expectations
Feedback to Students	As per OP expectations
Unspecified Credit	See sections 6.2.4 and 6.2.5 for details
Reassessments/Resits	As per OP expectations
Resubmissions	As per OP expectations
Attendance Requirements	As per OP expectations
Progression	As per OP expectations
Specials	Not applicable
Awarding Merit and Distinction	See section 6.2.6 below for details
Programme completion	As per OP expectations
Certification	As per OP expectations
Award Annotation	As per OP expectations
Award Specification	As per OP expectations
Student Results	As per OP expectations

Minimum Entry Requirements:

Applicants for the Bachelor of Applied Management are required to meet the following minimum entry requirements:

- NCEA Level 3
- Three subjects - at **Level 3 or above**, made up of:

- 14 credits each, in three approved subjects
- Literacy - [10 credits at Level 2 or above](#), made up of:
 - 5 credits in reading
 - 5 credits in writing
- Numeracy - [10 credits at Level 1 or above](#), made up of:
 - achievement standards – specified achievement standards available through a range of subjects, or
 - unit standards - package of three numeracy unit standards (26623, 26626, 26627- **all three** required).

A mature applicant who does not meet the above requirements is required to demonstrate suitability through providing evidence of industry experience, and/or substantiated, relevant alternative qualifications.

International applicants for whom English is not their first language are required to produce evidence of English language proficiency. A minimum score of 6.0 IELTS with no individual score less than 5.5 and writing must be no less than 6.0, or 550 on the Test of English as a Foreign Language (TOEFL).

Entry Requirements for international applicants

International Students

International students must meet the minimum academic entry criteria and the English language requirements as identified in the approved Programme Document.

English language requirements for students from non-English speaking backgrounds

In addition to meeting the same entry criteria as those listed above, those for whom English is a second language must also meet the International English Language Testing System (IELTS) (academic version) language requirements listed below
Overall band score (Academic) of 6.0 IELTS, including a minimum score of no less than 6.0 for writing.

Provisional Entry

A school leaver or an adult applicant who does not meet all of the entry criteria may be given provisional entry to Year One at the discretion of the Head of School. Those who successfully complete and pass Year One will be deemed to have met the entry requirements and provisional status will no longer apply.

□□□□□ **Selection Process**

Eligible applicants will be accepted as received.

It is recommended that applications are submitted by 30 November (for Semester 1 in the following year) and by 31 May (for Semester 2).

Successful applicants will be sent detailed information on enrolment procedures, loans, starting dates for the following year and any information that might be required to facilitate a smooth introduction to the programme.

Students who do not meet the entry requirements will be informed about relevant bridging programmes.

□□□□□ **Specified Pre-Requisites**

Pre-requisite requirements are specified on the individual course outlines for all year levels. In order to enrol in higher level courses, students must normally have passed any lower

level courses that are pre-requisite for years two and three. Exceptions may be approved by the Programme Manager or Head of School.

□□□□□ **Specified Credits**

Students may apply for specified credits at levels 5, 6 and 7 to recognise qualifications achieved from other programmes of study. Specified credits should be awarded where there is an 80% content match to a Bachelor of Applied Management course. The Programme Manager will be responsible for approving the applications for specified credit.

Where a student has a partially completed New Zealand Diploma in Business New Zealand:

And where these courses form part of the New Zealand Diploma in Business prior to its registration on the New Zealand Qualification Framework at level 6, specified credit transfer to the Bachelor of Applied Management will occur for the courses where a minimum B grade is achieved.

And where these courses form part of the registered New Zealand Diploma in Business at level 6, specified credit transfer to the Bachelor of Applied Management will occur for the courses passed.

□□□□□ **Unspecified Credits**

Students may apply for unspecified credits at levels 5, 6 and 7 to recognise qualifications achieved from other programmes of study. The unspecified credits should be awarded where the contextualisation is appropriate to the Bachelor of Applied Management. Unspecified Credits will replace the elective component of the Bachelor of Applied Management and cannot replace core courses or courses in a major. The Programme Manager will be responsible for approving the applications for unspecified credit.

□□□□□ **Awarding Merit and Distinction**

Distinction

A student may be eligible for a distinction award for the Bachelor of Applied Management. Certification in this case would be Bachelor of Applied Management (Major) with Distinction, eg. *Bachelor of Applied Management (HRM Management) with Distinction*.

Students will be eligible to graduate with "Distinction" if they have attained a grade average of A or higher across all papers at level 6 and 7 for a major (135 credits). Marks will be used to calculate a weighted average where the Cooperative Education Project (60 marks) will be weighted as equivalent to 4 papers.

Students who enter into year three under the advanced standing provision must achieve an average of A- or higher in all courses studied within the Bachelor of Applied Management, to be awarded a Bachelor of Applied Management with Distinction.

Merit

A student may be eligible for a merit award for the Bachelor of Applied Management. Certification in this case would be Bachelor of Applied Management (Major) with Merit, eg. *Bachelor of Applied Management (HRM Management) with Merit*.

Students will be eligible to graduate with "Merit" if they have attained a grade average of B+ or higher across all papers at level 6 and 7 for a major (135 credits). Marks will be used to calculate a weighted average where the Cooperative Education Project (60 marks) will be weighted as equivalent to 4 papers. To be awarded a Bachelor of Applied Management with Merit, students who enter into year three under the advanced standing provision must achieve an average of B+ or higher in all courses studied within the Bachelor of Applied Management

6.3. **Variations to Otago Polytechnic expectations – Graduate Diplomas in Applied Management**

Maximum/minimum timeframes for completion of programme: *A Graduate Diploma is a one year full time equivalent programme of study requiring the successful completion of 120 course credits. One credit, as defined by the New Zealand Qualifications Authority, is equivalent to approximately 10 hours of total student learning. The maximum period of time to complete the programme is four years. Any extension to this period would require written approval by the Head of School and Programme Manager. In granting an extension of time, current competency will be taken into account.*

Full time students are expected to maintain an approximate workload of 120 credits per year, although some variations may be negotiated, within funding and time restrictions. Each year of study is divided into two semesters.

Entry requirements	See section 6.3.1 below for details
Selection Process	As per OP expectations
Provisional Entry	YES Variation:
Enquiries, Applications, Category	2
Grade Table	J:GCRA
Assessment	As per OP expectations
Assessment in Te Reo	As per OP expectations
Recognition of Prior Learning	As per OP expectations
Feedback to Students	As per OP expectations
Unspecified Credit	See sections 6.3.2 for details
Reassessments/Resits	As per OP expectations
Resubmissions	As per OP expectations
Attendance Requirements	As per OP expectations
Progression	As per OP expectations
Specials	Not applicable
Awarding Merit and Distinction	Not awarded.
Programme completion	Not applicable
Certification	Not applicable
Award Annotation	Not applicable
Award Specification	Not applicable
Student Results	Not applicable

□□□□□ **Minimum entry requirements**

Applications for entry to the programme are evaluated against the following entry and selection criteria,

Minimum academic entry criteria are:

- An undergraduate degree, or
- Appropriate degree-equivalent practical, professional or scholarly experience
- Have completed BX660001 Research Methodologies or equivalent

Students may not study courses and/or majors substantially the same as those previously studied.

International students/Students of non-English speaking backgrounds

Minimum entry criteria for International Students as set out in policy AP512 English Language requirements for students of non-English speaking backgrounds in programmes, is:

Overall band score (Academic) of 6.0 IELTS, including a minimum score of no less than 6.0 for writing.

□□□□□ **Awarding Merit and Distinction**

Distinction

Students will be eligible to graduate with “Distinction” if they have attained a grade average of A or higher across all courses (120 credits). Marks will be used to calculate a weighted average where the Industry Project (45 credits) will be weighted as equivalent to three courses.

Merit

Students will be eligible to graduate with “Merit” if they have attained a grade average of B+ or higher across all courses (120 credits). Marks will be used to calculate a weighted average where the Industry Project (45 credits) will be weighted as equivalent to three courses.

6.4. **Advanced Standing**

Advanced standing applies in this programme where an RPL applicant has been assessed for courses, qualifications and/or an APEL process in which the outcomes equate to at least 60 credits towards an Otago Polytechnic qualification and enables a student to enter the programme at an advanced level.

The rules for Advanced Standing are:

A schedule of advanced standing approvals for recognised programmes will be held by the Programme Manager.

Qualifications at diploma level will be considered for advanced standing using the Bachelor of Applied Management graduate profile outcomes as a benchmark. The Programme Manager will approve each qualification application and record details in the Schedule of Advanced Standing Approvals.

For example, students who have:

A completed, unregistered New Zealand Diploma in Business. It is expected the awarding of advanced standing will be a minimum of 140 credits and up to a maximum of 240 credits. Students will be eligible to enter into years two and three courses of this degree programme. Based on a case-by-case basis, students will receive a combination of credit for core courses, courses within a major and an elective. Students must, however, complete:

- BX203001 Research Methods
- BX302001 Co-operative Education Project
- Additional courses as required for a selected Major.

A completed, registered New Zealand Diploma in Business at level 6. It is expected the awarding of advanced standing will be up to a maximum of 240 credits. Students will be eligible to enter into years two and three courses of this degree programme. Based on a case-by-case basis, students will receive a combination of credit for core courses, courses within a major and an elective. Students must, however, complete:

- BX203001 Research Methods
- BX302001 Co-operative Education Project
- Additional courses as required for a selected Major.

Advanced standing applications will also be considered from experienced practitioners who meet the profiles outlined in section 2.3. Assessment of practitioner experience and background will be undertaken through the Centre for the Assessment of Prior Learning (CAPABLENZ), Otago Polytechnic. This assessment will be in line with AP501 Recognition of Prior Learning.

6.5. **Certification**

The title and nomenclature of the programme accord with NZQA's interpretation.

□□□□□ **Awards**

To be awarded the Bachelor of Applied Management, students must successfully complete requirements for the qualification. This could be through the completion of:

- 360 course credits which must include all of the compulsory courses, all the courses in one of the majors, and an elective
- A full assessment of prior learning through CAPABLE NZ, for which the entire completion of the qualification is acknowledged through prior experience, expertise and knowledge.
- A partial assessment of prior learning through CAPABLE NZ for which some completion of the qualification is acknowledged through prior experience, expertise and knowledge. Where identified knowledge and learning experience is missing, courses will be completed which may be a combination of compulsory courses, courses in one of the majors, or an elective from the approved course list.
- The qualification where advanced standing has been received for prior learning. Where identified knowledge and learning experience is missing, courses will be completed which may be a combination of compulsory courses, courses in one of the majors, or an elective from the approved course list.

The award title will indicate the major which has been completed:

- Bachelor of Applied Management (Innovation and Entrepreneurship)
- Bachelor of Applied Management (Food and Beverage Management)
- Bachelor of Applied Management (Hotel Management)
- Bachelor of Applied Management (Human Resource Management)
- Bachelor of Applied Management (Strategic Management)
- Bachelor of Applied Management (Tourism).
- Bachelor of Applied Management (Accounting)
- Bachelor of Applied Management (Business Information Systems)
- Bachelor of Applied Management (Business Transformation and Change)
- Bachelor of Applied Management (Event Management)
- Bachelor of Applied Management (Operations and Production Management)
- Bachelor of Applied Management (Project Management)
- Bachelor of Applied Management (Sales and Marketing)
- Bachelor of Applied Management (Sport Management)
- Bachelor of Applied Management (Business Excellence)

- Bachelor of Applied Management (Sustainable Practice)

The qualification may be endorsed “with Distinction” or “with Merit”. Refer to section 7.2.5

Summary of Credits

Bachelor of Applied Management Summary of Credits				
	Compulsory	Majors Compulsory	Electives	Total
Level 5	160		0-20	160-180
Level 6	20	60	0-20	80-100
Level 7		100	0-20	100-120
Totals	180	160	20	360

The qualification may be endorsed “with Distinction” or “with Merit”. Refer to section 7.2.5

To be awarded the Graduate Diploma in Applied Management, students must successfully complete requirements for the qualification. This could be through the completion of:

- 120 course credits which must include 75 from level 7
- A full assessment of prior learning through CAPL, for which the entire completion of the qualification is acknowledged through prior experience, expertise and knowledge.
- A partial assessment of prior learning through CAPL for which some completion of the qualification is acknowledged through prior experience, expertise and knowledge. Where identified knowledge and learning experience is missing, courses will be completed which may be a combination of compulsory courses, courses in one of the majors, or an elective from the approved course list.

A Graduate Diploma will be awarded to all students who successfully complete all the requirements approved by Academic Board and set out in the approved. The award title will indicate the graduate diploma which has been completed:

- Graduate Diploma in Accounting
- Graduate Diploma in Applied Management
- Graduate Diploma in Business Transformation and Change
- Graduate Diploma in Business Information Systems
- Graduate Diploma in Event Management
- Graduate Diploma in Innovation and Entrepreneurship
- Graduate Diploma in Food and Beverage Management
- Graduate Diploma in Hotel Management
- Graduate Diploma in Human Resource Management
- Graduate Diploma in Operations and Production Management
- Graduate Diploma in Project Management
- Graduate Diploma in Sales and Marketing
- Graduate Diploma in Sport Management
- Graduate Diploma in Strategic Management
- Graduate Diploma in Tourism Management
- Graduate Diploma in Business Excellence
- Graduate Diploma in Applied Management
- Graduate Diploma in Sustainable Practice

7. **Local Course Outlines (see Course Descriptor Document)**

8. Appendices

<i>Appendix 1</i>	Transition Arrangements
<i>Appendix 2</i>	Otago Polytechnic Expectations for Bachelor's Degree and Graduate Diploma

8.1 **Appendix 1: Transition Arrangements**

This section is no longer required as all students have transitioned to version 3 of the qualification.

8.2 Appendix 2: Otago Polytechnic Expectations for Degree and Graduate Diploma programmes

BACHELORS DEGREE

Definition

A **bachelors degree** is a systematic and coherent introduction to the knowledge, ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject (or subjects, in the case of a double degree or a double major). It requires meeting specified requirements, as set down in the relevant degree regulations, and involves at least one sequential study programme in which content is progressively developed to the point where a candidate is prepared for postgraduate study and supervised research. It prepares a candidate for advanced study as well as directed research and scholarship in the major subject(s) of the degree.

Bachelor degree programmes are taught mainly by people engaged in research; and emphasise general principles and basic knowledge as the basis for self-directed work and learning. (s254 The Education Act, 1989).

Outcomes

A graduate of a bachelors degree programme is able to:

Demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subjects (or subjects, in the case of a double degree or a double major);

Demonstrate the skills needed to acquire, understand and assess information from a range of sources;

Demonstrate intellectual independence, critical thinking and analytic rigour;

Engage in self-directed learning; and

Demonstrate communication and collaborative skills.

(NZ Register of Quality Assured Qualifications)

Otago Polytechnic delivers degrees which

- are **applied** in nature and closely aligned to the relevant industry and/or profession requirements;
- contain a **Co-operative Learning Project/Placement** (or similar) of 60 credits in the third year which requires learners to undertake a project within industry;
- has, where possible, 15 credit **Special Topics** within the electives, especially at levels 6 and 7, to enable learners to study within other relevant degree programmes and have credit towards their degree;
- are structured to provide a coherent body of knowledge and technical, analytical and critical evaluation skills.

Title The name of the degree qualification will be Bachelor of XXX.

Credit Requirements

A bachelors degree requires a minimum of 360 credits from levels 4 to 7. Of the credits required for a bachelors degree, a minimum of 72 credits should be a level 7. A maximum of 20 credits should be at level 4 (such that the integrity of the qualification at the higher levels is maintained.

The degree should specify a spread of credit across levels so that the qualification reflects the requirements of the degree definition and achieves the associated learning outcomes in a way that is appropriate to the subject area.
(NZ Register of Quality Assured Qualifications)

Level

All bachelors degrees are at Level 7.

Entry Criteria

TANZ Guiding Principles for Entry into Degree Programmes

*Standard entry to degree programmes normally requires a minimum of 42 credits at level 3 or higher, including a minimum of 14 credits at level 3 or higher in each of two approved subjects (as determined in the NZQA list of approved subjects), with a further 14 credits at level 3 or higher from no more than two additional domains on the NQF or approved subjects; **AND***

*A minimum of 8 credits at level 2 or higher in English or Te Reo Māori; 4 credits must be in Reading, and 4 credits must be in Writing; **AND***

*A minimum of 14 credits at level 1 or higher in Mathematics or Pāngarau on the NQF. **OR***

Students who have achieved a minimum of 75 credits at NCEA level 2 including a minimum of 14 credits in each of four subjects and a high standard of achievement (for example a large number of Merits and Excellence) may apply for admission to a specific qualification. Students will need to have achieved the degree entry standards for

English or Te Reo and Mathematics (see above). Admission will be at the discretion of the Institute. OR Successful completion of a bridging/foundation programme. OR Entry into programmes may be granted to applicants who don't meet the above criteria but present evidence of the ability to succeed (eg maturity, life experience, relevant work experience, other study). Entry to subsequent study is conditional on success at entry level and will be at the discretion of the Institute.

OP minimum academic entry criteria are:

NCEA 42 credits at Level 3 or above, including a minimum of 14 level 3 credits in each of two relevant subjects, plus a minimum 8 credits at level 2 in English and/or Te Reo Māori , plus at least 14 credits at Level 1 or higher in Maths or Pāngarau; or equivalent relevant qualifications and experience.

International Students

International students must meet the minimum academic entry criteria and the English language requirements as identified in the approved Programme Document.

English language requirements for students from non-English speaking backgrounds

In addition to meeting the same entry criteria as those listed above, those for whom English is a second language must also meet the International English Language Testing System (IELTS) (academic version) language requirements listed below

Overall band score (Academic) of 6.0 IELTS, with no individual score less than 6.0

Provisional Entry

A school leaver or an adult applicant who does not meet all of the entry criteria may be given provisional entry to Year One at the discretion of the Head of School. Those who successfully complete and pass Year One will be deemed to have met the entry requirements and provisional status will no longer apply.

Selection Process

Eligible applicants will be selected on merit using the following criteria

Meeting minimum academic entry criteria

Meeting additional entry requirements (as identified in the approved Programme Document)

Where the number of successful applicants exceeds the places available, a waiting list will be maintained and applicants will be offered a position in waiting list order. The waiting list order will be on date of application. (Any variation to be identified in the approved Programme Document.)

Course Sizes: Courses will normally be a minimum of 15 credits or multiples of 15.

Enquiries, Applications, Category 2

Recognition of Prior Learning (RPL)

RPL will be awarded according to Otago Polytechnic policy AP501 Recognition of Prior Learning.

All courses within the programme are available for RPL.

Advanced Standing

Advanced standing applies where an RPL applicant has been assessed for courses, qualifications and/or an APEL process in which the outcomes equate to at least 60 credits towards an Otago Polytechnic qualification.

Advanced Standing is used when, following an assessment of prior learning or qualifications equivalence, it is evident that a student can enter a programme at an advanced level.

The rules for Advanced Standing are detailed in the approved programme document.

Assessment

Assessment at Otago Polytechnic is based on the following:

Assessment will be fair and transparent and not disadvantage any individual or group in the programme.

Assessment provides the learner with an opportunity to get feedback on their learning – both formative feedback and summative feedback. It measures student learning against the stated learning outcomes for each course and is an integral part of the teaching and learning process.

Formative Assessment will provide students with feedback to enhance the learning process. Summative

Assessment will provide students with a final assessment of learning outcomes for the course.

The method will be **criterion referenced** assessment.

Assessment in Te Reo Māori

Students may request to be assessed in Te Reo Māori .

Provided written requests are received by the Programme Manager within the first week of the programme, every endeavour will be made to meet such requests.

Grade Table



J:GCRA (Criterion referenced assessment)

Feedback to Students

Students will receive feedback on their assessment results within **ten** working days of the date of assessment. Refer policy AP900 Assessment.

Research

Although research is not a major part of the bachelors programme, it does play an integral role. Students are provided with opportunities to be involved in research, particularly in the level 7 courses. Lecturers delivering the programme will be expected to be actively involved in scholarly and/or creative activity which informs, supports and advances their professional practice.

Role of the Lecturer

To assist the student in the definition of the aims and objectives of the research and to advise on methodological, conceptual and procedural matters relating to their production.

To provide guidance and advice in the field of research nominated by the student or objectives in conjunction with the lecturer and arrange the material necessary to support the realisation of the research project.

Responsibilities of lecturers

Responsibilities include:

Familiarising the student with the resources available to them within the libraries and wider institution, along with programme assessment requirements, time management plan, schedules and deadlines so that work may progress within the planned timeframe.

Arranging regular meetings with the student to discuss progress. It is the lecturer's responsibility to ensure that there is good communication between the student and lecturer while on campus.

Being accessible to the student at other appropriate times when he or she may need advice or support.

Ensuring that prompt responses are provided when required.

Ensuring that the student is made aware of inadequate progress; or if in the lecturer's opinion the student is unlikely to achieve the required standard, to notify the programme manager and the student.

Reassessments/Resits

Reassessments/Resits are not part of a bachelors degree programme.

Resubmissions

Students may be requested to resubmit an assessment following a rework of part/s of the original assessment. Resubmissions are completed within a short time frame (no more than 5 working days) and must be completed within the timing of the course to which the assessment relates. A resubmission does not count as a reassessment.

Re-Enrolments

Students who do not pass a course within the required time frame are required to re-enrol should they wish to achieve that course.

Students may enrol in any course a maximum of three times.

Attendance Requirements

There are no attendance requirements to be met for the awarding of a bachelors degree qualification.

NOTE: International students are required to attend 80% of scheduled classes in order to meet visa requirements.

Specials

Specials are an opportunity for a student to sit a special examination outside the timeframe of the course, where the student has failed a course which is a pre-requisite to entry into the next year of the programme.

The approved Programme Document will indicate whether Specials are available within a programme. Where specials are available, the following will apply:

Failure to reach the required pass level in a course may result in the student being offered a special examination/assessment, as the second attempt to pass the course.

Specials will normally evaluate entire course content of either a practical and/or theoretical nature and are available to students who have attended classes, completed course work requirements, and made a genuine attempt at the course.

Special examinations are normally offered in the week immediately prior to the commencement of the next academic year.

The number of specials offered to a student are limited to a maximum of three within a programme.

Awarding Merit and Distinction

(Refer to guidelines AcQual 211 Guidelines for Awarding Merit and Distinction)

Merit may be awarded at both course and qualification level, and may also be awarded for both competency based and criterion referenced assessment.

The approved Programme Document will indicate whether merit and distinction are awarded within a programme.

Where merit and distinction is awarded in a bachelors degree, the following will apply

Course Level: **Criterion Referenced Assessment** – Merit can be awarded when students achieve a course result of B+ or higher.

Qualification: Qualifications awarded “*with distinction*” require students to achieve an average of A+ or A over all courses within the last year of the qualification.

Qualifications awarded “*with merit*” require students to achieve an average of B+ or A- over all courses within the last year of the qualification.

Progression

Progression requirements will be identified within a pre-requisites schedule which is detailed within the approved programme document.

Where a pre-requisites schedule is not used, the normal progression in a bachelors degree programme will require students to achieve all the year one courses to progress to year two, and all year two courses to progress to year three.

Programme completion

All assessments must be completed by the final date of the programme for each year.

Certification

Students must achieve 360 credits to be awarded the bachelors degree. This must include meeting the credit requirements listed in relevant section – Certification – of the programme document.

Award Annotation

Awards for Otago Polytechnic bachelors degrees will carry the following ITP Quality annotation

“Otago Polytechnic is accredited under the provisions of the Education Act 1989 to provide this programme.”

Other annotations/logos to be included on the award are to be identified within the approved Programme Document.

Award Specification

The certificate will meet standard Otago Polytechnic specifications Refer to policy AP1000 Award Document Specifications.

Student Results

Results Notices will be sent to students at the end of each semester/end of each year/on completion of the programme, and will conform to the requirements of AP1010 Producing Results Transcripts.

An Academic Transcript will be sent to students at the completion of a programme of study. This transcript will contain course level results only and will comply with the requirements of AP1010 Producing Results Transcripts.

Programme and Course Evaluations

Programmes and courses are evaluated through the processes outlined in policy AP700 Student Surveys and Course Evaluations.

Programme Monitoring:

An annual visit from an external monitor provides peer review of aspects of the programme and results in the provision of a Monitor’s report. Reports are also prepared for the programme’s Permanent External Advisory Committees (PEAC) to obtain professional and industry feedback. Both of these processes feed into the internal annual programme self-assessment and evaluation process.

GRADUATE DIPLOMA

Definition

A graduate diploma is designed as a vehicle for degree graduates to pursue further study at an undergraduate level. The programme can be designed to broaden knowledge and skills in a familiar subject or discipline or develop knowledge in a new area.

A person with a graduate diploma is able to:

Engage in self-directed learning and advanced study; and

Demonstrate intellectual independence, analytic rigour; and the ability to understand and evaluate new knowledge and ideas. (NZ Register of Quality Assured Qualifications)

Title

A graduate diploma will be named Graduate Diploma in XXX.

Credit Requirements

A Graduate Diploma:

is registered at level 7 and requires a minimum of 72 credits at level 7; and

requires a minimum of 120 credits from levels 5 or above. (NZ Register of Quality Assured Qualifications)

Level 7

Entry

Entry is open to degree graduates. However, those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate kind may be granted admission. (NZ Register of Quality Assured Qualifications and TANZ Guiding Principles for Entry into Graduate Diploma programmes.)

International Students

International students must meet the minimum academic entry criteria and the English language requirements as identified in the approved Programme Document.

English language requirements for students from non-English speaking backgrounds

In addition to meeting the same entry criteria as those listed above, those for whom English is a second language must also meet the International English Language Testing System (IELTS) (academic version) language requirements listed below

Overall band score (Academic) of 6.0 IELTS, with no individual score less than 6.0; or

Overall band score (Academic) of 6.0 IELTS

(The option chosen must be indicated in the approved Programme Document)

Selection Process

Eligible applicants will be accepted into the programme following the development of, and agreement to, an appropriate programme of study. This will ensure that a coherent path of study is able to be agreed between the applicant and the Programme Manager to enable the outcomes of the Graduate Profile to be achieved.

Course Sizes

Courses will normally be a minimum of 15 credits or multiples of 15.

Enquiries, Applications, Category

Must be the same category as the bachelors degree in the same discipline – usually 2.

Recognition of Prior Learning (RPL)

RPL will be awarded according to Otago Polytechnic policy AP501 Recognition of Prior Learning.

The regulations which govern the awarding of RPL in the approved programme document for the relevant degree, will apply to the graduate diploma.

Where the graduate diploma is not linked to a bachelors degree, all courses will be available for RPL.

Advanced Standing

Advanced standing applies where an RPL applicant has been assessed for courses, qualifications and/or an APEL process in which the outcomes equate to at least 60 credits towards an Otago Polytechnic qualification.

Advanced Standing is used when, following an assessment of prior learning or qualifications equivalence, it is evident that a student can enter a programme at an advanced level.



The rules for Advanced Standing are detailed in the approved programme document.

Assessment

Assessment at Otago Polytechnic is based on the following:

Assessment will be fair and transparent and not disadvantage any individual or group in the programme.

Assessment provides the learner with an opportunity to get feedback on their learning – both **formative** feedback and **summative** feedback. It measures student learning against the stated learning outcomes for each course and is an integral part of the teaching and learning process.

Formative Assessment will provide students with feedback to enhance the learning process. **Summative Assessment** will provide students with a final assessment of learning outcomes for the course.

The method will be **criterion referenced** assessment.

Assessment in Te Reo Māori

Students may request to be assessed in Te Reo Māori .

Provided written requests are received by the Programme Manager within the first week of the programme, every endeavour will be made to meet such requests.

Grade Table

J:GCRA criterion referenced assessment

Feedback to Students

Students will receive feedback on their assessment results within **ten** working days of the date of assessment. Refer policy AP900 Assessment.

Research

Although research may not be a major part of the graduate certificate programme, it does play an integral role.

Students are provided with opportunities to be involved in research, particularly in the level 7 courses. Lecturers delivering the programme will be expected to be actively involved in scholarly activity which informs, supports and advances their professional practice.

Role of the Lecturer

To assist the student in the definition of the aims and objectives of the research and to advise on methodological, conceptual and procedural matters relating to their production.

To provide guidance and advice in the field of research nominated by the student or objectives in conjunction with the lecturer and arrange the material necessary to support the realisation of the research project.

Responsibilities of lecturers

Responsibilities include:

Familiarising the student with the resources available to them within the libraries and wider institution, along with programme assessment requirements, time management plan, schedules and deadlines so that work may progress within the planned timeframe.

Arranging regular meetings with the student to discuss progress. It is the lecturer's responsibility to ensure that there is good communication between the student and lecturer while on campus.

Being accessible to the student at other appropriate times when he or she may need advice or support.

Ensuring that prompt responses are provided when required.

Ensuring that the student is made aware of inadequate progress; or if in the lecturer's opinion the student is unlikely to achieve the required standard, to notify the programme manager and the student.

Reassessments/Resits

Reassessments/Resits are not part of a graduate diploma degree programme.

Resubmissions

Students may be requested to resubmit an assessment following a rework of part/s of the original assessment. Resubmissions are completed within a short time frame (no more than 5 working days) and must be completed within the timing of the course to which the assessment relates. A resubmission does not count as a reassessment.

Re-Enrolments



Students who do not pass a course within the required time frame are required to re-enrol should they wish to achieve that course.

Students may enrol in any course a maximum of three times.

Attendance Requirements

There are no attendance requirements to be met for the awarding of this qualification.

NOTE: International students are required to attend 80% of scheduled classes in order to meet visa requirements.

Specials

The approved Programme Document will indicate whether Specials are available within a programme. Where specials are available, the following will apply:

Failure to reach the required pass level in a course/paper/unit may result in the student being offered a special examination, as the second attempt to pass the course.

Specials will normally evaluate entire course content of either a practical and/or theoretical nature and are available to students who have attended classes, completed course work requirements, and made a genuine attempt at the course.

Special examinations are normally offered in the week immediately prior to the commencement of the next academic year.

The number of specials offered to a student may be limited to a maximum of three within a programme.

Awarding Merit and Distinction

(Refer to guidelines AcQual 211 Guidelines for Awarding Merit and Distinction)

Merit may be awarded at both course and qualification level, and may also be awarded for both competency based and criterion referenced assessment.

The approved Programme Document will indicate whether merit and distinction are awarded within a programme.

Course Level: Competency Based Assessment - Merit criteria should be selected from the guidelines, or be identified within the approved Programme Document (students must be advised of the merit criteria to be used prior to undertaking an assessment).

Criterion Referenced Assessment – Merit can be awarded when students achieve a course result of B+ or higher.

Qualification: Qualifications awarded “*with distinction*” require students to achieve an average of A+ or A over all courses within the last year of the qualification.

Qualifications awarded “*with merit*” require students to achieve an average of B+ or A- over all courses within the last year of the qualification.

Progression

Progression requirements will be identified within a pre-requisites schedule which is detailed within the approved programme document.

Programme completion

All assessments must be completed by the final date of the programme for each year.

Certification

Students must achieve 120 credits to be awarded the graduate diploma.

Award Annotation

Local awards will carry the following ITPQ annotation

“Otago Polytechnic is accredited under the provisions of the Education Act 1989 to provide this programme.”

Other annotations/logos to be included on the award are to be identified within the approved Programme Document.

Award Specification

The certificate will meet standard Otago Polytechnic specifications Refer to policy AP1000 Award Document Specifications.

Student Results

Results Notices will be sent to students at the end of each semester/end of each year/on completion of the programme, and will conform to the requirements of AP1010 Producing Results Transcripts.



An Academic Transcript will be sent to students at the completion of a programme of study. This transcript will contain course level results only and will comply with the requirements of AP1010 Producing Results Transcripts.

Programme and Course Evaluations

Programmes and courses are evaluated through the following processes:

Student evaluations:

Student evaluations occur through the standard Otago Polytechnic processes which are the First Impressions Survey undertaken at the beginning of a programme/course and the Programme Satisfaction Survey completed towards the end of the programme/course. Course evaluations are also undertaken within programmes to provide feedback on the learning and teaching process and the learning environment. Student evaluations are coordinated at polytechnic level through the Organisational Research Office with full analysis of responses being used to provide annual polytechnic reports.

Staff Evaluations:

Lecturers engage in a Performance Review process annually. This involves seeking student and colleague feedback and these are conducted through the Organisational Research Office. Feedback is collated in order to provide an overview for the teaching staff. Staff also evaluate and review their own teaching as well as the content of their courses to provide feedback to Programme Managers.

Programme Review:

Programme self-assessment and evaluation reports are prepared annually. As part of this process, feedback is sought from staff and the outcomes of student surveys are also used to inform the review.

Programme Monitoring:

An annual visit from an external monitor provides peer review of aspects of the programme and results in the provision of a Monitor's report. Reports are also prepared for the programme's Permanent External Advisory Committees (PEAC) to obtain professional and industry feedback. Both of these processes feed into the internal annual programme self-assessment and evaluation process.