



KIWI COLLEGE
of New Zealand

University Foundation Certificate (Level 3) **PROGRAMME HANDBOOK 2024**



Contents

| | |
|---|----|
| 1. INTRODUCTION..... | 3 |
| 2. AIM OF THE PROGRAMME | 3 |
| 3. GRADUATE PROFILE..... | 3 |
| 4. EDUCATION PATHWAY | 3 |
| 5. EMPLOYMENT, CULTURAL, COMMUNITY PATHWAY..... | 3 |
| 6. PROGRAMME REGULATIONS..... | 4 |
| 7. GENERAL KIWI COLLEGE STUDENT POLICIES, PROCEDURES AND REGULATIONS..... | 7 |
| 8. COURSE DESCRIPTORS | 11 |
| 9. KEY CONTACTS..... | 14 |

1. INTRODUCTION

Welcome to Kiwi College of New Zealand. This Programme Handbook will assist you to understand our University Foundation Certificate (Level 3) Programme. Please refer to the Student General Handbook which details other important information about your study at Kiwi College.

2. AIM OF THE PROGRAMME

The aim of this programme is to provide people with the skills, capabilities, knowledge and attributes needed to progress and succeed in their field of study or employment pathway.

This qualification is for people intending to pursue further qualifications in their chosen field of study or employment pathway at NZ Qualifications and Credentials Framework Level 4 or above.

The qualification acknowledges the primacy of Te Tiriti o Waitangi in programme design and delivery.

3. GRADUATE PROFILE

Graduates of the qualification will be able to:

1. Manage own learning and work effectively as an individual and as a team member to achieve relevant goals.
2. Identify and apply knowledge from a variety of specialised sources to context-relevant tasks and problems.
3. Solve problems relevant to their chosen fields and communicate solutions effectively, using appropriate methods and media.
4. Evaluate opportunities and develop a plan(s) in a field of study and employment pathway relevant to their chosen field(s) that considers the unique qualities, skills and strengths that define their rangatiratanga.

4. EDUCATION PATHWAY

This certificate builds on the New Zealand Certificate in Foundation Skills (Level 2) and leads to New Zealand Certificate in Study and Employment Pathways (Level 4), NCEA (Level 3), Further study or training related to the context of their study, at the NZ Qualifications and Credentials Framework Level 4 and above.

5. EMPLOYMENT, CULTURAL, COMMUNITY PATHWAY

The primary aim is to prepare graduates for tertiary study at level 4 and above on the NZ Qualifications Framework (NZQF). Graduates of this qualification may have enhanced employment opportunities associated with the context of their programme.

6. PROGRAMME REGULATIONS

ENTRY CRITERIA

Entry to the University Foundation Certificate (Level 3) programme is open to students who meet the following entry criteria:

Candidates must:

Be a minimum of 16 years at the commencement of the programme.

Academic Requirement: Equivalent to New Zealand School Year 10.

AND

English Requirement for international students: Have demonstrated English proficiency for entry to a certificate at level 3 using one of the evidence types listed in Rule 22 of the NZQF Programme Approval and Accreditation Rules 2022 (<https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/prog-app-accred-rules-2022.pdf>).

PROGRAMME CONTENT

The language of programme delivery and assessment is English.

The programme consists of *four courses*

Three compulsory courses are:

- Academic Writing and Study Skills
- Culture and Communication
- Future Study and Employment

AND

One elective course, from the following courses:

- Business Studies
- Information Science
- Construction

PROGRAMME LEADING TO HIGHER LEVEL ACADEMIC TERTIARY STUDY

Upon completion of the University Foundation Certificate (Level 3), students may pathway to the University Foundation Certificate (Level 4). The University Foundation Certificate (Level 4) programme may lead to the following higher-level academic study in business, commerce and related study, and to construction and information science (Subject to meeting English language proficiency requirements. Minimum grades apply for some majors:

Higher level Academic Tertiary Study:

- Bachelor of Contemporary International Studies
- New Zealand Diploma in Business (Level 5) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Marketing and Sales, and Project Management
- New Zealand Diploma Tourism Level 5
- Bachelor of Applied Management
- Bachelor of Business (Massey University Business School)
- Bachelor of Construction (Massey University College of Sciences)
- Bachelor of Business (Massey University College of Sciences)
- Bachelor of Business (Unitec)
- NZ Diploma in Business (Leadership and Management and Accounting strands)

COURSE CREDIT VALUE

15 Credits for each of the two courses in the first term (**30 credits**).

15 Credits for each of the two courses in the second term (**30 credits**).

ASSESSMENT PROCEDURES

To be eligible to pass the course, learners must attempt and submit all summative assessment tasks at the time, due date and by the method stipulated by the teaching staff responsible for the respective learning components of the programme.

An achievement-based grading system will apply to the subject assessment tasks and overall module grades.

Learners must successfully complete all the subjects specified for this programme. Successful completion of a subject requires learners to achieve a minimum pass of 50% overall from the assessment tasks within each respective course.

ASSESSMENT METHODS

Tests, assignments, exams, practical demonstrations, reports, observations, essays, oral and written demonstrations.

CREDIT RECOGNITION AND TRANSFER

Credit transfer will apply where a student can show evidence of having been awarded credit for a course which forms a component of the University Foundation Certificate (Level 3) Programme. The award must have been made by Kiwi College and will be considered in unforeseen circumstances where learners could not successfully complete the programme and wishes to re-enrol at a later stage. There is no ceiling on how many credits for courses can be awarded via credit transfer.

ASSESSMENT OF PRIOR LEARNING

There is no provision for Assessment of Prior Learning in this programme.

PASSING CRITERIA/GRADING SCALE

Students must attempt all assessments to pass each module.

An achievement-based grading system will apply to the subject assessment tasks and overall course grades.

| Grade | Mark range | Pass/Fail | Band Descriptors |
|------------|------------|-------------------------|---|
| A+ | 90 – 100 | Pass | Exceptional, Outstanding (greatly exceeds satisfactory-level response) Evidence of a high level of attainment of learning outcomes. |
| A | 85 – 89 | | |
| A- | 80 – 84 | | |
| B+ | 75 – 79 | Pass | Very Good, Good (exceeds satisfactory-level response) Evidence of learning that goes beyond replication of skills or content knowledge relevant to the learning outcomes. |
| B | 70 – 74 | | |
| B- | 65 – 69 | | |
| C+ | 60 – 64 | Pass | Satisfactory, Adequate (satisfactory-level response) Evident of sufficient achievement of learning outcomes. |
| C | 55 – 59 | | |
| C- | 50 -54 | | |
| D | 45 – 49 | Fail | Falls short of level required to pass. Evidence of lack of attainment of learning outcomes, or insufficient evidence of achievement of learning outcomes. Eligible for a reassessment opportunity. |
| F | 0 – 44 | Clear Fail | Falls very short of level required to pass. Evidence of lack of attainment of learning outcomes due to critically inadequate knowledge and understanding of subject content, or insufficient evidence of achievement of learning outcomes. |
| WD | – | Withdrawn | Withdrawn from a course or the programme of study |
| DNC | – | Did Not Complete | To be awarded when a student does not submit or meet the minimum requirements of a summative assessment (including a final examination), or withdraws from the course after the specified date for withdrawing without academic penalty. |

ASSESSMENT CONDITIONS

Assessments must be completed by the given deadline unless a doctor's certificate or other valid documented evidence is provided. If you are experiencing technical problems, an extension may be granted, but only if reported immediately to either your tutor or Student Support. You will not be granted an extension if problems are reported after the assessment due date.

Learners must be present at the start time of the assessment. Students who are late may not be permitted to attempt the assessment.

REASSESSMENT/RESUBMISSION

A reassessment is available if the final overall component grade for a module is $\geq 45\% < 50\%$.

For each course, a maximum of one reassessment is available.

A reassessment may include an examination or assignment that is resubmitted or a supplementary assessment. Any supplementary assessment will be based on the objectives and content of the course at the time of the student's enrolment in the module.

Reassessments must be completed by the student within 5 working days of notification of eligibility for reassessment.

Students will be notified of the result of the reassessment within 5 working days after Kiwi College's receipt of the reassessment.

Resubmission will be offered if the assessor judges the learner capable of identifying and correcting their work themselves. To ensure the learner can independently demonstrate competency against the subject, no further teaching or specific feedback will occur between the original submission and the resubmission. Only general feedback will be given, such as advising learners which performance criteria they did not meet.

7. GENERAL KIWI COLLEGE STUDENT POLICIES, PROCEDURES AND REGULATIONS

Please see the Kiwi College General Student Handbook for relevant student policies, procedures and regulations. In addition, a complete set of student regulations are on the Kiwi College website and printed/scanned copies are available upon request.

PROGRAMME LENGTH AND STRUCTURE

An overview of the length and structure for the University Foundation Certificate (Level 3) Programme is provided in the tables below.

The programme is a full-time 60 credit programme of study consisting of approximately 600 learning hours. It will be delivered over two 10-week terms, totalling 20 weeks, excluding term breaks. It will comprise 20 directed hours and approximately 10 self-directed hours per week. A part-time delivery option of 40 weeks is available for offshore learners.

| Type of study | Total hours | Session times |
|-----------------------------|--|--|
| Directed learning | (20 weeks x 20 hours/week) 400 hours | Monday – Thursday: 9.00 – 2.30 pm. (Includes a 30 minutes lunch break) |
| Self-directed learning | (20 weeks x 10 hours/week) 200 hours | Approximately 10 hours per week self-directed learning. |
| Total learning hours | 600 hours | |

SUBJECT EXPECTATIONS

- 100% attendance is expected. See Attendance guidelines and policies in the General Student Handbook.
- Learners are expected to start and finish class on time following the timetable.
- Learners are expected to submit original works.
- The teacher reserves the right to interview learners after his/her work has been submitted.
- Class participation is expected.
- Learners are expected to hand in assignments on or before their respective due dates.
- Advance reading of the programme materials is advised. This enables you to maximise the learning opportunities in class.

PLAGIARISM AND CHEATING

Your assessments are designed to provide proof of your independent knowledge, understanding and capabilities. We will provide guidance on how to avoid plagiarism. Therefore, plagiarism and cheating will not be tolerated at Kiwi College.

Examples of plagiarism and cheating are:

- Copying (e.g. from books or the internet) without acknowledging the fact.
- Passing off the work or ideas of other people as your own work.
- Having another person write your assessment or parts of it, for you.
- Not following rules in a supervised assessment.
- Following closely what is in another student's assignment.
- Claiming that you have interviewed certain people without being able to produce evidence that you have done so.
- When a teacher considers that an assessment contains copied or plagiarised material, or inaccurate claims, the Kiwi College Academic Integrity Policy will be followed. Outcomes may include, but are

not limited to:

- Cancelling a pass.
- Requirement to submit a new or revised version of the assessment.
- Zero mark.
- Expulsion from Kiwi College.

To summarise:

- Don't even think about it!
- If in doubt – ask your teacher!

GOOD ONLINE ETIQUETTE

- Be respectful. If you wouldn't say it face-to-face, don't say it online either.
- Be aware of strong language, all capital letters, and exclamation points. It is easy for written text to be misread and misunderstood.
- Be careful with humour and sarcasm. Make sure that it is clear you are being funny and not being rude.
- Use correct grammar and spelling. Online communication in an educational setting should be professional and reflect formal writing style.
- Acknowledge your sources. Whenever you are sharing an idea that originated from someone else (even if it is not word for word), it is good practice to cite that source. This applies to discussion forums too.
- Don't post or share (even privately) inappropriate material.

The following reading materials will provide you with useful information on good online etiquette:

Albion, (2015). *The Core Rules of Netiquette — Excerpted from Netiquette by Virginia Shea* — *Albion.com*. 26 September 2020, from <http://www.albion.com/netiquette/corerules.html>

Common Sense Media, (2015). *7 Rules to Teach Kids Online Etiquette*. Retrieved 26 September 2020, from <https://www.common Sense Media.org/blog/7-rules-to-teach-kids-online-etiquette>

Connor, P., (2015). *Netiquette: Ground Rules for Online Discussions*. Retrieved 26 September 2020, from <http://teaching.colostate.edu/tips/tip.cfm?tipid=128>

Madison College, (2015). *Online Etiquette Guide | Madison Area Technical College*. Retrieved 26 September 2020, from <http://madisoncollege.edu/online-etiquette-guide>

Rinaldi, A. (2015). *The Net: User Guidelines and Netiquette, by Arlene Rinaldi*. Retrieved 26 September 2020, from <http://courses.cs.vt.edu/~cs3604/lib/Netiquette/Rinaldi/>

MEASUREMENT OF PROGRESS

You will receive a mid-term progress report with feedback on attendance, homework and formative assessments undertaken. In addition, teachers will provide results with feedback after each summative subject assessment.

ASSESSMENT

Well qualified teachers design quality, moderated assessments and measure students against them under fair conditions. To ensure quality, assessments are moderated internally and externally before and after use. Kiwi College engages in post-assessment external moderation required by NZQA.

ASSESSMENT APPEALS

Appeals against an assessment decision may be made in the first instance to the Programme Leader. If the participant is still dissatisfied with the decision, he/she may appeal following the Kiwi College Student Complaint Policy and Procedures. More details are provided in the Student General Handbook and on the website.

LIBRARY SERVICES

Kiwi College has a small but growing library, the “Little Kiwi Library” and many resources are online.

LEARNING SUPPORT

The most important form of support comes from learning in an environment in which students are encouraged to openly discuss and question concepts and ideas. Teachers encourage discussion and use group work to foster debate and discussion. If you need additional learning support for a particular aspect of the course, please let your tutor know. Kiwi College will help you to obtain it. Ask your tutor or read the General Student Handbook for details.

8. COURSE DESCRIPTORS

University Foundation Certificate (Level 3) Courses

| Learning Outcomes | Weeks | Credits | GPO |
|--|-------|---------|-----|
| Course 1: Academic Writing and Study Skills To provide students with the literacy, numeracy and study skills required for future study or entry level employment. | 5 | 15 | |
| 1. Write clear, concise and coherent documents that apply to a field of interest. | | 4 | 2 |
| 2. Apply strategies for effective time management, note taking, reading and preparing for assessments in a field of interest. | | 3 | 1 |
| 3. Demonstrate and use career and/or study productivity and collaboration software. | | 3 | 1 |
| 4. Interpret statistical data sets by identifying relevant features to support and draw reasonable conclusions based on a purpose in a field of interest. | | 3 | 2 |
| 5. Use addition, subtraction, multiplication and division to solve problems and ascertain whether the solution is appropriate to the problem. | | 2 | 2 |
| Course 2: Culture and Communication To provide students with the communication and collaboration skills required for future study or entry level employment in Aotearoa New Zealand. | 5 | 15 | |
| 1. Contribute within a team environment and reflect on own role as a team member. | | 3 | 1 |
| 2. Discuss the impact of personal cultural identity on study, aspirations & career goals. | | 2 | 1 |
| 3. Explain two opportunities for Aotearoa New Zealand to develop partnerships with Maori as understood in Ti Tiriti o Waitangi. | | 3 | 1 |
| 4. Identify the issues and recommend strategies to resolve an interpersonal conflict. | | 4 | 1 |
| 5. Plan and deliver an oral presentation to fit the purpose and context. | | 3 | 2 |
| Course 3: Future Study and Employment To allow students to reflect on potential study and employment pathways. | 5 | 15 | |

| | | | |
|---|--|---|---|
| 1. Describe the required personal attributes, experience, education, and financial cost and time to follow each of two employment pathways. | | 3 | 4 |
| 2. Use addition, subtraction, multiplication and division to solve problems and ascertain whether the solution is appropriate to the problem. | | 1 | 2 |
| 3. Evaluate the achievability of each pathway in relation to personal attributes, goals and commitment. | | 1 | 4 |
| 4. Explain emerging patterns of work and study. | | 3 | 4 |
| 5. Apply a problem-solving model to a given problem relevant to a field of interest. | | 3 | 3 |
| 6. Write a formal report including information, conclusions and recommendations relevant to a given purpose in a field of interest | | 4 | 3 |

Elective Courses: Choose one elective course

| Elective Course 4: Construction | 5 | 15 | |
|--|----------|-----------|---|
| To introduce the basic structure, forms and conventions in the construction industry and to allow students to plan a study and employment pathway relevant to the industry in the in the context of Aotearoa New Zealand. | | | |
| 1. Identify three major roles from a given case study on a construction site and describe the main tasks they are responsible for, and how their role interacts with the other roles you have identified, throughout the construction project. | | 1.5 | 3 |
| 2. Describe the types of documentation required for a building construction and the systems for monitoring and managing the construction project in Aotearoa New Zealand. | | 1.5 | 3 |
| 3. Describe the purpose of concept, preliminary and consented drawings. | | 1.5 | 3 |
| 4. Prepare a schedule of quantities using productivity tools such as spreadsheets. | | 1 | 3 |
| 5. Identify building specifications from a given plan. | | 1.5 | 3 |
| 6. Communicate in writing in a NZ construction related context using appropriate trade terms and language. | | 1 | 3 |
| 7. Develop and evaluate a personal plan of study and/or employment pathway relevant to field of interest in Aotearoa New Zealand that considers personal qualities and experience, employability skills and education. | | 7 | 4 |

| | | | |
|--|----------|-----------|---|
| Elective Course 4: Information Science | 5 | 15 | |
| To introduce how information science can manage information, people and processes; and to allow students to plan a study and employment pathway relevant to the field in the context of Aotearoa New Zealand. | | | |
| 1. Describe the role of information sciences professionals in different fields. | | 0.5 | 3 |
| 2. Describe how data analytics and business intelligence can support decision making in an organisation. | | 0.5 | 3 |
| 3. Demonstrate current computer programming language through use of simple coding to write a programme. current Information Science practice through demonstration and use of a Visual Programming Language. | | 6 | 3 |
| 4. Explain the social, legal and ethical issues related to software in the context of Aotearoa New Zealand. | | 1 | 3 |
| 5. Develop and evaluate a personal plan of study and employment pathway relevant to the Information Science field in Aotearoa New Zealand that considers own personal qualities and experience, employability skills and education. | | 7 | 4 |
| Elective Course 4: Business Studies | 5 | 15 | |
| To introduce key fields of business studies; and to allow students to plan a study and employment pathway relevant to a business field in the context of Aotearoa New Zealand. | | | |
| 1. Assess the feasibility and market viability of a proposed new product or service for an existing or new business domiciled in Aotearoa New Zealand. Assessment includes but is not limited to competition, risk, legislation, costings. | | 8 | 3 |
| 3. Develop and evaluate a personal plan of study and/or employment pathway relevant to field of interest in Aotearoa New Zealand that considers personal qualities and experience, employability skills and education. | | 7 | 4 |

| | | | |
|---------------------------|-----------|-----------|-----------|
| Total | 20 | 60 | |
| Total Credits GPO1 | | | 18 |
| Total Credits GPO2 | | | 13 |
| Total Credits GPO3 | | | 15 |
| Total Credits GPO4 | | | 14 |

9. KEY CONTACTS

Key Contacts

Programme Leader: Shuaib Chota

Email: shuaib@kiwi.ac.nz

Teacher: Jane Bailey

Email: jane@kiwi.ac.nz

Teacher: Christina Nettleship

Email: christina@kiwi.ac.nz

Student Support Services: Kris Zhang

Phone: +64 9 9300 789

Email: admin@kiwi.ac.nz

Emergency After Hours Contact: Peter Meng

Mobile: +64 21 198 8588

Email: peter@kiwi.ac.nz