LAIDLAW COLLEGE
TE WANANGA AMORANGI

General Information and Regulations

2022

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1 INTRODUCTION

The purpose of the General Information and Regulations is to provide a definitive source for all formally approved academic regulations at Laidlaw College. It should provide students and staff with a useful and comprehensive reference point for policies, regulations and procedures that are applicable to all programmes of study.

The information contained in this handbook, as well as the school handbooks, the Fee Schedule and other associated documents, is correct at the time of publication. While all reasonable efforts have been made to ensure information is up to date, some changes may occur. The regulations contained in this handbook apply to all Laidlaw College students, unless noted.

Students are responsible for knowing and understanding the current academic regulations outlined in this handbook. Ignorance of a policy is not a valid reason for requesting an exception to any regulation. Any programme or graduation requirement, when amended, is not made retroactive unless the amendment is to the student's advantage.

Laidlaw College reserves the right to withdraw a programme of study or impose limitations on enrolment should circumstances require this.

2 STUDYING AT LAIDLAW

2.1 ACADEMIC YEAR

The academic year of Laidlaw spans a total of 39 weeks divided into two semesters. Each semester covers a period of 18 weeks, including 16 teaching weeks and two break weeks.

There is a total of seven break weeks during the academic year which includes a three week break between semesters 1 and 2.

The academic year for the Bachelor of Education [Primary] programme is 39 weeks for the first year and 42 weeks for the second and third years.

The academic year for the Graduate Diploma in Education (Secondary) programme is 44 weeks.

Each semester commences with a week of orientation including powhiri, whakatau and manaakitanga. During this time students receive a range of study skills training and engage in activities and social events provided by staff and visitors.

After the conclusion of Semester 2 there is a 13-week Summer Semester during which a selection of Distance Learning and Postgraduate courses are offered.

Course results are finalised during the three weeks after the conclusion of each semester and students are informed of results at the end of this period.

2.2 APPLICATIONS

All prospective students must complete the full application process, provide all documentation required and nominate two referees. The application must be completed online via the Laidlaw website (www.laidlaw.ac.nz) where students will also find application closing dates. Application help and information is available by calling 0800 999 777 or emailing admissions@laidlaw.ac.nz.

Applicants may be required to attend an interview and/or sit an entrance test as part of the application process. If so, they will be informed of this and an appropriate time arranged.The application will be considered once all procedures have been completed. The applicant will be advised in writing of the outcome.

For 2022 applications will be accepted in accordance with the COVID-19 Protection Framework.

2.2.1 PRIVACY POLICY

In completing the study application form, applicants authorise such disclosure on the understanding that Laidlaw College will observe the conditions governing the release of information, as set out in the Privacy Act 2020, the Education Act 1989, and other relevant legislation. Students may see any information held about them and amend any errors in that information.

a) Laidlaw College collects and stores information from the study application form to:

- manage the business of Laidlaw College (including internal reporting, administrative processes, student services, pastoral care, and selection of scholarship and prize winners)
- comply with the requirements of the Education Act 1989 and other legislation relating to the maintenance of records
- supply information to government agencies and other organisations as set out below

NB: The Privacy Act came into force on 1 December 2020 with the stated aim of protecting the privacy of natural persons. It requires Laidlaw College to collect, hold, handle, use and disclose personal information in accordance with the thirteen information privacy principles in the Act.

b) Supply of information to government agencies and other organisations:

Laidlaw College is required to disclose specified information from the study application form to the Government agencies and other organisations as required under the Education Act 1989.

Laidlaw College supplies data collected on the study application form to government agencies, including:

- Ministry of Education (MoE)
- New Zealand Qualifications Authority (NZQA)
- Tertiary Education Commission (TEC)
- Ministry of Social Development (MSD): in regard to student loans and allowances
- Inland Revenue: in regard to student loans
- Immigration New Zealand: information may be disclosed for the purpose of verifying your eligibility to study in New Zealand, in accordance with the Privacy Act 2020. It will not be used by Immigration New Zealand to identify children who are unlawfully in New Zealand
- Ministry of Business, Innovation, and Employment: for those who are not New Zealand citizens or permanent residents
- Agencies who support particular students through scholarships, payment of fees, or other awards (if you are a recipient of one of these awards).

These agencies use the data collected from tertiary education organisations to:

- administer the tertiary education system, including allocating funding
- develop policy advice for government
- conduct statistical analysis and research

Study applicants' personal details (name, date of birth and residency) as entered on the application form will be included in the National Student Index and may be used in an authorised information matching programme with the New Zealand Birth Register. The government agencies above may supply data collected on this form to Statistics New Zealand for the purposes of integrating data with data collected by other government agencies, subject to the provisions of the Statistics Act 1975.

Integrated data is used for the production of official statistics, to inform policy advice to government and for research purposes. In handling data supplied in the application form, the government agencies are required to comply with the provisions of the Privacy Act 1993. When required by law, Laidlaw College releases information to government agencies such as the New Zealand Police, Department of Justice, Ministry of Social Development, and the Accident Compensation Corporation (ACC).

Information collected on the application form may be supplied to other educational organisations for the purpose of verifying academic records.

c) Supporting Evidence and Documentation

Applicants must provide evidence of identity and other documents, as detailed in the application form. Original documents may be brought to the Student Services in one of the Henderson, Manukau, or Christchurch campuses for verification, or upload a verified copy of the documentation. Original documents should be brought for verification no later than week 2 of the start of the study semester.
Applicants may upload their verified documentation along with their application form or in the document upload form.

Documents must be verified (certified) by a person of suitable authority from the applicants' local community or country. **Applications will not be processed if the documents are not verified appropriately.**

2.3 RE-APPLICATIONS

If a student has not been enrolled at Laidlaw College in the previous two years, they must re-apply to study with a shorter version of the application form. If a student has not studied at Laidlaw for more than five years, a full application must be completed. Normal admission requirements and application processes apply for all re-applying students.

2.4 ADMISSION REQUIREMENTS

Entry requirements vary from programme to programme, they are as follows:

2.4.1 GENERAL

2.4.2 SCHOOL OF SOCIAL PRACTICE – COUNSELLING

2.4.2.1 BACHELOR OF COUNSELLING (BCouns)

General Admission Requirements

- NCEA Level 3
- Three subjects at Level 3, made up of 14 credits each in three approved subjects (unless University Entrance was gained in 2020 or 2021 when only 12 credits each in three approved subjects applies)
- 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)

NCEA Equivalence can include:

- University Entrance, A or B Bursary
- Overseas equivalent qualifications, including IB and CIE, or HSC (Australia)
- Other NZQA level 3 certificates in relevant disciplines
- The following may be accepted as equivalent at our discretion and the applicant may need to sit assessment for entry:
    - Reference/support/documentation from employer
    - Evidence of level of academic achievement or a portfolio of work for home-schooled students

Minimum Age

All applicants must be at least 20 years of age on or before the first day of semester in which the proposed programme of study is offered.

Special Admission

For applicants who do not meet the above requirements, and are aged 20 years or older, an Entry Assessment will be required. Possible study options can arise depending on the assessment result:

- An offer of entry to a level 4 programme
- Entry to Bachelor of Counselling (if appropriate)

Entry Assessment includes a literacy test. Dates for assessment will be advised.

English Language Requirements

Applicants must meet both the Academic and English language requirements for this programme. In addition to the requirements outlined above applicants for whom English is not their first language must use one of the following methods to demonstrate that they have the required level of English proficiency to study in New Zealand:

- gained NCEA level 3 and met New Zealand University Entrance requirements; or
- holds a Bachelor's degree of at least three years from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America; or
- achieved a Certificate in English Language Teaching to Adults (CELTA); or
- achieved the required score, as indicated in the following subsections, in one of the following internationally recognised English proficiency tests, within the preceding two years:
    - International English Language Testing System (IELTS)
    - University of Cambridge Certificate in Advanced English (CAE)
    - University of Cambridge Certificate of Proficiency in English (CPE)
    - University of Cambridge First Certificate in English (FCE)
    - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL)
    - Pearson Test of English (Academic) (PToE)
    - New Zealand Certificate in English Language (NZCEL)
    - Testing of English as a Foreign Language (TOEFL).

The requirement for this programme is:

- IELTS (academic) higher than 6.5 with a minimum of 6.0 in all individual bands OR
- Pearson Test of English (Academic) score of 58 OR
- equivalent (see http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/).

A waiver for the English language test may be granted:

- For those applicants who have an undergraduate or higher qualification gained from; New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America.
- For those who have studied in NZ for a minimum of two years at secondary school and gained either a) eight, level 2 NCEA University Entrance literacy credits (4 credits in reading and 4 credits in writing) gained prior to 2014 or b) ten, level 2 NCEA University Entrance Literacy credits (5 credits in reading and 5 credits in writing).
- For long-term residents (10+ years) in New Zealand, or another English speaking country, who are able to demonstrate English language competency appropriate to the desired level of study. Competency must be documented.

Police Clearance

It is a condition of enrolment that students complete a Police Vetting Service Request and Consent form as part of their application. International applicants for the BCouns must provide a police clearance certificate from their country of citizenship AND for any country in which they have lived for more than a 12 month period in the last 10 years. This police clearance should be less than 6 months old and be presented at the time of application.

Selection Interview

All applicants who have successfully completed the first stage of the application process will provisionally be accepted into the programme and invited to attend a group interview and, if required, a further interview by a panel of two selectors.

Reselection procedure for entry into Year Two of the BCouns

In order to complete Year One of the BCouns and successfully transition into Year Two of the BCouns programme, a student will be required to satisfactorily fulfil the following criteria:

1. Satisfactory completion of all Year One requirements, including:
    - 10 hours of personal counselling.
    - At least 75 credits of counselling theory and practice courses (which must include
    - 900.515 Foundations of Relational Practice A and 901.515 Foundations of Relational Practice B (with at least a B- in the Video and Lecturer Interview assessment), and
    - 30 credits of theological foundations.
2. Assessment in an interview, as being capable of successfully completing all components of the BCouns programme.
3. A police check successfully completed with satisfactory results.
4. Current or potential access to a supervisor who meets the requirements as outlined in the practicum booklet.

Students must be able to demonstrate during their assessment interview that they have been developing in areas of personal growth, including the following:

- Communication skills;
- Willingness to learn and receive personal feedback in a non-defensive manner;
- Attitudes of empathy, positive regard and genuineness;
- Integrated personal maturity appropriate for someone practicing as a counsellor;
- Ability to challenge clients within the context of a caring and respectful relationship;
- Respect for individual gender, socio-economic and ethnic differences.

Note: Students may be requested to repeat courses, undertake additional counselling, or complete other courses at the request of Laidlaw College if required to ensure personal, professional and academic readiness.

Reselection Procedure for Entry into Year Three of BCouns

Entry into Year Three is based on successful completion of learning requirements for Year Two. This includes ongoing personal counselling, a minimum of 5 hours in Year Two. Students must also meet the following criteria:
1. Completion of 902.615 Relational Theories and Practice A and 903.615 Relational Theories and Practice B, plus a further 30 credits of counselling theory and practice courses and completion of 15 credits of theological foundations
2. Practicum work: 930.615 Professional Practice A must be completed. If 931.615 Professional Practice B is not completed, then an extension must be applied for and approved before acceptance to enter Year Three is given.

2.4.2.2 BACHELOR OF COUNSELLING BRIDGING PROGRAMME

Programme Requirements (for graduates of similar, sub-degree, counselling programmes)

Graduates who hold a counselling qualification from Laidlaw College or another institution

(the minimum requirement is a 240-credit exit NQF Level 6 diploma) are required to complete the following in order to obtain the BCouns:

Theological Foundations	**Counselling Theory and Practice**	**Practicum**
115.515 Reading the Bible	904.715 Integrated Practice (A)	931.615 Professional Practice B
401.615 Formation	905.715 Integrated Practice (B)	933.730 Practicum (B) (30 credits)
921.6/715 Theology of Suffering & Hope	906.715 Personhood, Relationality & Faith	
	908.715 Counselling & Diversity	
45 credits	60 credits	45 credits
TOTAL 150 CREDITS		

In exceptional circumstances an alternate programme of study may be approved by the Head of Counselling.

Entry Requirements

Applicants are required to meet all entry requirements to the Bachelor of Counselling programme.

In addition:

- If the previous counselling qualification was awarded more than five years ago the applicant must supply evidence that they have been practicing in the counselling or similar field since completing that qualification.

Should applicants want to apply for additional credit recognition from prior learning, they may apply for that through Laidlaw's cross-credit regulations.

2.4.3 SCHOOL OF SOCIAL PRACTICE – EDUCATION

2.4.3.1 DIPLOMA IN CHRISTIAN EDUCATION (DipCEd) LEADING TO THE NEW ZEALAND DIPLOMA IN HOLISTIC EDUCATION (LEVEL 5)

General Admission Requirements

- NCEA Level 3
- Three subjects at Level 3, made up of 14 credits each in three approved subjects (unless University Entrance was gained in 2020 or 2021 when only 12 credits each in three approved subjects applies)
- 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).

NCEA Equivalence can include:

- University Entrance, A or B Bursary
- Overseas equivalent qualifications, including IB and CIE, or HSC (Australia)
- Other NZQA level 3 certificates in relevant disciplines to Laidlaw programmes
- Other NZQA level 4 certificate in a different discipline.
- The following may be accepted as equivalent at our discretion and the applicant may need to sit assessment for entry:
    - Reference/support/documentation from employer
    - Evidence of level of academic achievement or a portfolio of work for home schooled students

Literacy and Numeracy Testing

All applicants are required to undergo a literacy and numeracy assessment.

- Candidates must score step 3 in the TEC literacy (reading and writing) assessment to enter the programme.
- Candidates must score step 4 in the TEC numeracy assessment to enter the programme.

Visual Interview

All applicants are required to have a visual interview with a Laidlaw teacher educator and/or registered and practicing teacher. The interview determines:

- The applicant's ability to meet the values of the Code of Professional Responsibility;
- The applicant's fitness to engage with young learners;
- Children's Act risk assessment (interview component); and,
- Other relevant matters.

Special Admission

For applicants who do not meet the above requirements, possible study options can arise depending on the assessment and interview result:

- An offer of entry to a level 4 programme
- An offer of entry into an alternative level 5 programme

English Language Requirements

Applicants must meet both the Academic and English language requirements for this programme. In addition to the requirements outlined above applicants for whom English is not their first language must use one of the following methods to demonstrate that they have the required level of English proficiency to study in New Zealand:

- gained NCEA level 3 and met New Zealand University Entrance requirements; or
- holds a Bachelor's degree of at least three years from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America; or
- achieved a Certificate in English Language Teaching to Adults (CELTA); or
- achieved the required score, as indicated in the following subsections, in one of the following internationally recognised English proficiency tests, within the preceding two years:
    - International English Language Testing System (IELTS)
    - University of Cambridge Certificate in Advanced English (CAE)
    - University of Cambridge Certificate of Proficiency in English (CPE)
    - University of Cambridge First Certificate in English (FCE)
    - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL)
    - Pearson Test of English (Academic) (PToE)
    - New Zealand Certificate in English Language (NZCEL)
    - Testing of English as a Foreign Language (TOEFL).

The requirement for this programme is:

- IELTS 6.0 with a minimum of 6.0 in writing, reading, speaking, listening OR
- Pearson Test of English (Academic) score of 58 OR
- equivalent (see http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/)

A waiver for the English language test may be granted:

- For those applicants who have an undergraduate or higher qualification gained from; New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America.
- For those who have studied in NZ for a minimum of two years at secondary school and gained either a) eight, level 2 NCEA University Entrance literacy credits (4 credits in reading and 4 credits in writing) gained prior to 2014 or b) ten, level 2 NCEA University Entrance Literacy credits (5 credits in reading and 5 credits in writing).
- For long-term residents (10+ years) in New Zealand, or another English speaking country, who are able to demonstrate English language competency appropriate to the desired level of study. Competency must be documented.

Police Clearance

It is a condition of enrolment that students complete a Police Vetting Service Request and Consent form as part of their application. International applicants for the DipCEd must provide a police clearance certificate from their country of citizenship (if other than New Zealand) AND for any country in which they have lived for more than a 12 month period in the last 10 years. This police clearance should be less than 6 months old and be presented at the time of application. This is a requirement of the Children's Act 2014.

Should a candidate to the programme have a criminal conviction an assessment of risk is made based on the severity, recency, age of offending and pattern of offending. This assessment is conducted by the Student Review Committee who make a recommendation to the National Principal as to whether to accept or decline the candidate. Only candidates who are judged to pose 'no risk' as non-core children's workers are admitted to the programme. Any candidate with an offence specified in Schedule 2 of the Children's Act is immediately declined (the Act can be found here www.legislation.govt.nz/act/public/2014/0040/latest/DLM5501618.html).

Charged or convicted with an offence

Any Laidlaw College education student charged or convicted with an offence must disclose the charge in writing to the Head of Education within 3 working days. See section on Misconduct and Serious Misconduct.

Entry into the Bachelor of Education [Primary]

In order to apply to enter the Bachelor of Education [Primary] after completing the DipCEd the College must be satisfied the student meets all other requirements for the BEd programme including values, disposition and fitness to teach, required literacy and numeracy levels, and satisfactorily fulfilling the English language requirements for the BEd.

2.4.3.2 BACHELOR OF EDUCATION [PRIMARY] (BEd)

General Admission Requirements

Entry to the Laidlaw College *Bachelor of Education (Primary)* degree is New Zealand University Entrance. The following overseas equivalent qualifications may be accepted as equivalent:

- IB and CIE, or HSC (Australia)

Students under the age of 20 applying to the BEd without UE must be able to demonstrate to the satisfaction of Laidlaw College that they have the ability to study at a tertiary level. Students 20 years or older without UE must meet comparable literacy and numeracy requirements as those entering with UE. This will usually be assessed by entrance literacy and numeracy testing. Students 20 years or older without UE must also be able to demonstrate to the satisfaction of Laidlaw College that they have the ability to study at tertiary level.

The following are accepted as evidence of the ability to study at a tertiary level:

- NCEA Level 3
- Three subjects at Level 3, made up of 14 credits each in three approved subjects (unless University Entrance was gained in 2020 or 2021 when only 12 credits each in three approved subjects applies)
- 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).
- Other NZQA level 3 certificates in relevant disciplines
- Other NZQA level 4 certificates in a different discipline

At the discretion of Laidlaw College the following may be accepted as equivalent and the applicant may need to sit further assessment for entry:

- Reference/support/documentation from an employer, and/or
- Portfolio of work evidencing contribution to a relevant field (i.e. coaching), and/or
- Evidence of academic achievement (other than above)

Requirements for Entry into the Programme

References
All applicants are required as part of the application process to arrange for two confidential written referee reports to be sent directly to Laidlaw College.

Visual Interview
All applicants are required to have a visual interview by panel. The panel should include a minimum of a Rūnanga delegate, member of the teaching profession, and a Laidlaw teacher educator. Applicants are provided with a copy of the Code. The interview determines:

- The applicant's disposition to teach, through judging their ability to meet the values that underpin Our Code Our Standards;
- Ability to meet the Code of Professional Responsibility (in a supported environment);
- Children's Act risk assessment (interview component); and,
- Other relevant matters.

Our Code Our Standards
Students should read the Code and Standards prior to their interview. Our Code Our Standards may be accessed on the Teaching Council of Aotearoa website at: https://teachingcouncil.nz/content/our-code-our-standards
Prospective students must be committed to the following values:
• Whakamana - empowering all learners to reach their highest potential by providing high-quality teaching and leadership
• Manaakitanga - creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity
• Pono - showing integrity by acting in ways that are fair, honest, ethical and just, and
• Whanaungatanga - engaging in positive and collaborative relationships with learners, their families and whānau, colleagues, and the wider community

Literacy and Numeracy Testing
All applicants are required to undergo a literacy and numeracy assessment.

- Candidates must score step 4 in the TEC literacy (reading and writing) assessment to enter the programme.
- Candidates must score step 5 in the TEC numeracy assessment to enter the programme.

Special Admission Requirements

For applicants who do not meet the above requirements, possible study options can arise depending on the assessment and interview result:

- An offer of entry to a level 4 programme
- An offer of entry to Diploma in Christian Education

English Language Requirements

English language competency: Prior to entry, candidates for the Bachelor of Education (Primary) must demonstrate English language competency by providing one of the Council's approved evidence of English language competency, as follows:

- New Zealand University Entrance literacy credits at either NCEA level 2 or 3;
- New Zealand University Entrance;
- New Zealand tertiary entrance qualification gained on completing senior secondary school prior to the introduction of the current University Entrance;
- International Baccalaureate full diploma in English medium (24 points minimum).
- Cambridge International Examinations minimum 120 points on the UCAS Tariff plus meeting the CIE literacy requirements;
- All primary schooling and at least three years secondary schooling completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa [candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)];
- Six years of education comprising secondary schooling to at least year 12 and at least two years of successful tertiary education, taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials and labs completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa [candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)];
- Awarded a Bachelor's degree (with or without Honours), Master's degree or other qualification at NZQF level 7 or above which took two or more years of full-time study to complete, and:
- was taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials, presentations, seminars, and supervisory meetings, and,
- the qualification was gained while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States or South Africa;
- Awarded Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA);
- Awarded Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL);
- Achieved an outcome in one of the following approved tests which is equivalent to or better than those specified (see list below) within the past two years:
    - Cambridge English Exams: C2 Proficiency (CPE), C1 Advanced (CAE), Cambridge English Exams, B2 First (FCE): minimum of 185 across all bands (listening, reading, writing, speaking and total overall)
    - International English Language Testing System (IELTS): 7.0 across all bands
    - International Second Language Proficiency Ratings (ISLR): 4 across all bands

- Pearson Test of English (PTE): 65 across all bands
- TOEFL Internet-based test (iBT): listening 24, reading 24, writing 27, speaking 23 (minimum 94 total)
- Trinity ISE III (3): Pass with merit across all bands.

In an exceptional case where an applicant cannot provide approved evidence of English language competency, but Laidlaw College is satisfied that a very high standard of English language competency exists, the School of Social Practice will make a written exemption request to the Teaching Council of Aotearoa New Zealand on the applicant's behalf prior to confirmation.

Te Reo Māori Competency

Candidates selected for entry into Laidlaw College Bachelor of Education (Primary) will be assessed on their te reo Māori competency during their first semester of study in order to provide adequate support.

Police Clearance

It is a condition of enrolment that students complete a Police Vetting Service Request and Consent form as part of their application. International applicants for the Bachelor of Education must provide a police clearance certificate from their country of citizenship (if other than New Zealand) AND for any country in which they have lived for more than a 12-month period in the last 10 years. This Police clearance should be less than 6 months old and be presented at the time of application. This is a requirement of the Children's Act 2014.

Should a candidate to the programme have a criminal conviction an assessment of risk is made based on the severity, recency, age of offending and pattern of offending. This assessment is conducted by a panel consisting of the Practicum Coordinator, the Programme Coordinator, the Head of Education, the Student Dean, and the Academic Quality Director. Only candidates who are judged to pose 'no risk' as non-core children's workers and potentially eligible to register as teachers in New Zealand are admitted to the programme. Any candidate with an offence specified in Schedule 2 of Children's Act 2014 is immediately declined (See Childrens's Act 2014 at www.legislation.govt.nz).

Charged with an offence

Any Laidlaw College education student charged or convicted with an offence must disclose the charge or conviction in writing to the Head of Education within 3 working days. See section on Misconduct and Serious Misconduct.

2.4.3.3 GRADUATE DIPLOMA IN EDUCATION [SECONDARY] (GradDipEd)

General Admission Requirements

Graduate Diploma in Education (Secondary) applicants must provide evidence of:

- An appropriate bachelor's degree at Level 7 on the New Zealand Qualifications Framework and/or postgraduate qualification, and
- A body of knowledge from Levels 5 to 7 or higher in support of New Zealand Curriculum learning areas for at least one Year 7-10 teaching subject/s and at least one Year 11-13 teaching subject/s

The learning areas within the New Zealand Curriculum are:

- English
- Te reo Māori
- The arts – art history, dance, drama, music, visual arts

- Health and physical education
- Learning languages - Cook Island Māori, French, German, Japanese, Korean, Latin, Lea Faka-Tonga, NZ Sign Language, Mandarin, Samoan, Spanish
- Mathematics and statistics
- Science – science, biology, chemistry, physics
- Social sciences – accounting, business, classics, economics, geography, history, legal, media, philosophy, psychology, religious education, social studies, sustainability
- Technology – bio and chemical, design and visual communication, digital (computer science, information, infrastructure, media, programming), electronics, food, manufacturing, textiles, resistant materials

It is recommended that applicants wishing to teach less common specialist subjects, such as religious education, philosophy, psychology, environmental studies (Education for Sustainability), are capable of teaching in another learning area as well, based on their previous study, or language fluency.

For language teaching: near-native or fluent proficiency in reading, writing, speaking and listening in the language must be evidenced.

Laidlaw College provides advice for applicants when choosing teaching subjects.

Requirements for Entry into the Programme

References
All applicants are required as part of the application process to arrange for two confidential written referee reports to be sent directly to Laidlaw College.

Visual Interview
All applicants are required to have a visual interview by panel. The panel should include a minimum of a Rūnanga delegate, member of the teaching profession, and a Laidlaw teacher educator. The interview determines the applicant's:

- Disposition to teach, through judging their ability to meet the values that underpin Our Code Our Standards;
- Ability to meet the Code of Professional Responsibility (in a supported environment);
- Children's Act risk assessment (interview component); and,
- Other relevant matters.

Our Code Our Standards
Students should read the Code and Standards prior to their interview. Our Code Our Standards may be accessed on the Teaching Council of Aotearoa website at: https://teachingcouncil.nz/content/our-code-our-standards
Prospective students must be committed to the following values:
• Whakamana - empowering all learners to reach their highest potential by providing high-quality teaching and leadership
• Manaakitanga - creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity
• Pono - showing integrity by acting in ways that are fair, honest, ethical and just, and
• Whanaungatanga - engaging in positive and collaborative relationships with learners, their families and whānau, colleagues, and the wider community

Literacy and Numeracy Testing
All applicants are required to undergo a literacy and numeracy assessment.

- Candidates must score step 4 in the TEC literacy (reading and writing) assessment to enter the programme.

- Candidates must score step 5 in the TEC numeracy assessment to enter the programme.

English Language Requirements

English language competency: Prior to entry, candidates for the Bachelor of Education (Primary) must demonstrate English language competency by providing one of the Council's approved evidence of English language competency, as follows:

- New Zealand University Entrance literacy credits at either NCEA level 2 or 3;
- New Zealand University Entrance;
- New Zealand tertiary entrance qualification gained on completing senior secondary school prior to the introduction of the current University Entrance;
- International Baccalaureate full diploma in English medium (24 points minimum).
- Cambridge International Examinations minimum 120 points on the UCAS Tariff plus meeting the CIE literacy requirements;
- All primary schooling and at least three years secondary schooling completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa [candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)];
- Six years of education comprising secondary schooling to at least year 12 and at least two years of successful tertiary education, taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials and labs completed in the English language and while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States of America or South Africa [candidates from South Africa must also provide South African Matriculation Certificate Minimum D pass in English (higher grade) OR South African Senior Certificate Minimum D pass in English (higher grade)];
- Awarded a Bachelor's degree (with or without Honours), Master's degree or other qualification at NZQF level 7 or above which took two or more years of full-time study to complete, and:
    - was taught in English as the primary language of instruction and through face-to-face learning and assessment such as tutorials, presentations, seminars, and supervisory meetings, and,
    - the qualification was gained while living in New Zealand, Australia, Canada, the Republic of Ireland, the United Kingdom, the United States or South Africa;
- Awarded Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA);
- Awarded Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL);
- Achieved an outcome in one of the following approved tests which is equivalent to or better than those specified (see list below) within the past two years:
    - Cambridge English Exams: C2 Proficiency (CPE), C1 Advanced (CAE), Cambridge English Exams, B2 First (FCE): minimum of 185 across all bands (listening, reading, writing, speaking and total overall)
    - International English Language Testing System (IELTS): 7.0 across all bands
    - International Second Language Proficiency Ratings (ISLR): 4 across all bands
    - Pearson Test of English (PTE): 65 across all bands
    - TOEFL Internet-based test (iBT): listening 24, reading 24, writing 27, speaking 23 (minimum 94 total)
    - Trinity ISE III (3): Pass with merit across all bands.

In an exceptional case where an applicant cannot provide approved evidence of English language competency, but Laidlaw College is satisfied that a very high standard of English language competency exists, the School of Social Practice will make a written exemption request to the Teaching Council of Aotearoa New Zealand on the applicant's behalf prior to confirmation.

Te Reo Māori Competency

Candidates selected for entry into Laidlaw College Graduate Diploma in Education (Secondary) will be assessed on their te reo Māori competency during the first semester of study in order to provide adequate support.

Police Clearance

It is a condition of enrolment that students complete a Police Vetting Service Request and Consent form as part of their application. International applicants for the Graduate Diploma in Education must provide a police clearance certificate from their country of citizenship (if other than New Zealand) AND for any country in which they have lived for more than a 12-month period in the last 10 years. This Police clearance should be less than 6 months old and be presented at the time of application. This is a requirement of the Children's Act 2014.

Should a candidate to the programme have a criminal conviction an assessment of risk is made based on the severity, recency, age of offending and pattern of offending. This assessment is conducted by a panel consisting of the Practicum Coordinator, the Programme Coordinator, the Head of Education, the Student Dean, and the Academic Quality Director. Only candidates who are judged to pose 'no risk' as non-core children's workers and potentially eligible to register as teachers in New Zealand are admitted to the programme. Any candidate with an offence specified in Schedule 2 of Children's Act 2014 is immediately declined (See Childrens's Act 2014 at www.legislation.govt.nz).

International applicants to Graduate Diploma in Education (Secondary) should seek NZQA evaluation of their non-NZ (overseas) qualifications prior to applying.

Charged with an offence

Any Laidlaw College education student charged or convicted with an offence must disclose the charge or conviction in writing to the Head of Education within 3 working days. See section on Misconduct and Serious Misconduct.

2.4.4 SCHOOL OF THEOLOGY

2.4.4.1 CERTIFICATE IN CHRISTIAN MINISTRY - INTERNSHIP (CertCM) LEADING TO THE NEW ZEALAND CERTIFICATE IN CHRISTIAN MINISTRY (LEVEL 4)

General Admission Requirements

- No secondary schooling or NCEA level 1 attainment or equivalent: Entry assessment required
- NCEA level 2 attainment or equivalent: open entry

NCEA Equivalence can include:

- NZ School Certificate
- Sixth Form Certificate
- Overseas equivalent qualifications, including IB and CIE
- Other NZQA level 1 or 2 certificates in relevant disciplines to Laidlaw programmes
- The following may be accepted as equivalent at our discretion and the applicant may need to sit assessment for entry:

- Reference/support/documentation from employer
- Evidence of level of academic achievement or a portfolio of work for home-schooled students

All equivalences must be documented.

Entry Assessment includes a literacy test. Dates for assessment will be advised.

English Language Requirements

Applicants must meet both the Academic and English language requirements for this programme. In addition to the requirements outlined above applicants for whom English is not their first language must use one of the following methods to demonstrate that they have the required level of English proficiency to study in New Zealand:

- gained NCEA level 3 and met New Zealand University Entrance requirements; or
- holds a Bachelor's degree of at least three years from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America; or
- achieved a Certificate in English Language Teaching to Adults (CELTA); or
- achieved the required score, as indicated in the following subsections, in one of the following internationally recognised English proficiency tests, within the preceding two years:
    - International English Language Testing System (IELTS)
    - University of Cambridge Certificate in Advanced English (CAE)
    - University of Cambridge Certificate of Proficiency in English (CPE)
    - University of Cambridge First Certificate in English (FCE)
    - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL)
    - Pearson Test of English (Academic) (PToE)
    - New Zealand Certificate in English Language (NZCEL)
    - Testing of English as a Foreign Language (TOEFL).

The requirement for this programme is:

- IELTS 5.5 with a minimum of 5.0 in reading and writing OR
- Pearson Test of English (Academic) score of 42 OR
- equivalent (see http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/).

A waiver for the English language test may be granted:

- For those applicants who have an undergraduate or higher qualification gained from; New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America.
- For those who have studied in NZ for a minimum of two years at secondary school and gained either a) eight, level 2 NCEA University Entrance literacy credits (4 credits in reading and 4 credits in writing) gained prior to 2014 or b) ten, level 2 NCEA University Entrance Literacy credits (5 credits in reading and 5 credits in writing).

- For long-term residents (10+ years) in New Zealand, or another English speaking country, who are able to demonstrate English language competency appropriate to the desired level of study. Competency must be documented.

Police Clearance

It is a condition of enrolment in the CertCM - Internship that students complete a Police Vetting Service Request and Consent form as part of their application. International applicants must provide a police clearance certificate from their country of citizenship AND for any country in which they have lived for more than a 12 month period in the last 10 years. This police clearance should be less than 6 months old and be presented at the time of application.

2.4.4.2 DIPLOMA IN CHRISTIAN STUDIES (Christian Leadership and Theological Studies) (DipCS)

2.4.4.3 DIPLOMA IN CHRISTIAN STUDIES (Christian Leadership) (DipCS(CL))

2.4.4.4 DIPLOMA IN CHRISTIAN STUDIES (Intercultural Studies) (DipCS(IS))

2.4.4.5 DIPLOMA IN CHRISTIAN STUDIES (Theological Studies) (DipCS(TS))

2.4.4.6 BACHELOR OF MINISTRIES (BMin)

2.4.4.7 BACHELOR OF THEOLOGY (BTh)

Not accepting new applications for DipCS and BMin for 2022

DipCS, DipCS(CL), DipCS(IS) and DipCS(TS) lead to New Zealand Diploma in Christian Studies(Level 5)

General Admission Requirements

- NCEA Level 3
- Three subjects at Level 3, made up of 14 credits each in three approved subjects (unless University Entrance was gained in 2020 or 2021 when only 12 credits each in three approved subjects applies)
- 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).

NCEA Equivalence can include:

- University Entrance, A or B Bursary
- Overseas equivalent qualifications, including IB and CIE, or HSC (Australia)
- Other NZQA level 3 certificates in relevant disciplines to Laidlaw programmes
- Other NZQA level 4 certificate in a different discipline.

- The following may be accepted as equivalent at our discretion and the applicant may need to sit assessment for entry:
    - Reference/support/documentation from employer
    - Evidence of level of academic achievement or a portfolio of work for home-schooled students

Special Admission

For applicants who do not meet the above requirements, an Entry Assessment may be required. Possible study options can arise depending on the assessment result:

- An offer to the Certificate of Career and Study Preparation
- An offer to the Certificate in Christian Ministry programme
- Entry to one of the Diploma in Christian Studies programmes
- An offer of entry to one of the Diploma in Christian Studies programmes if the BTh was applied for
- Entry to the BTh

Entry Assessment includes a literacy test. Dates for assessment will be advised.

English Language Requirements

Applicants must meet both the Academic and English language requirements for this programme. In addition to the requirements outlined above applicants for whom English is not their first language must use one of the following methods to demonstrate that they have the required level of English proficiency to study in New Zealand:

- gained NCEA level 3 and met New Zealand University Entrance requirements; or
- holds a Bachelor's degree of at least three years from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America; or
- achieved a Certificate in English Language Teaching to Adults (CELTA); or
- achieved the required score, as indicated in the following subsections, in one of the following internationally recognised English proficiency tests, within the preceding two years:
    - International English Language Testing System (IELTS)
    - University of Cambridge Certificate in Advanced English (CAE)
    - University of Cambridge Certificate of Proficiency in English (CPE)
    - University of Cambridge First Certificate in English (FCE)
    - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL)
    - Pearson Test of English (Academic) (PToE)
    - New Zealand Certificate in English Language (NZCEL)
    - Testing of English as a Foreign Language (TOEFL).

The requirement for this programme is:

- IELTS 6.0 with a minimum of 6.0 in writing, reading, speaking, listening OR
- Pearson Test of English (Academic) score of 58 OR
- equivalent (see http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/)

A waiver for the English language test may be granted:

- For those applicants who have an undergraduate or higher qualification gained from; New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America.
- For those who have studied in NZ for a minimum of two years at secondary school and gained either a) eight, level 2 NCEA University Entrance literacy credits (4 credits in reading and 4 credits in writing) gained prior to 2014 or b) ten, level 2 NCEA University Entrance Literacy credits (5 credits in reading and 5 credits in writing).
- For long-term residents (10+ years) in New Zealand, or another English speaking country, who are able to demonstrate English language competency appropriate to the desired level of study. Competency must be documented.

Police Clearance

It is a condition of enrolment in any internship, practicum, or Clinical Pastoral Education (CPE) course (s) that students complete a Police Vetting Service Request and Consent form as part of their application.

International applicants must provide a police clearance certificate from their country of citizenship AND for any country in which they have lived for more than a 12 month period in the last 10 years. This police clearance should be less than 6 months old and be presented at the time of application.

2.4.4.8 GRADUATE CERTIFICATE IN THEOLOGY (GradCertTh)

2.4.4.9 GRADUATE DIPLOMA IN THEOLOGY (GradDipTh)

General Admission Requirements

The normal requirement for admission into the GradCertTh and GradDipTh programmes is a completed undergraduate degree, or higher qualification, as defined in the National Qualifications Framework of the NZQA.

Special Admission Requirements

Serious consideration will be given to those who have a combination of relevant experience and non-degree qualifications. This is particularly relevant for those whose qualifications are at a level that, in the current New Zealand environment, is likely to be regarded as having been gained at degree level. Each application will, however, be considered in light of the applicant's overall background and ability to benefit from the programme. The onus is on the applicant to provide details of all qualifications and experience relevant to the application procedure.

English Language Requirements

Applicants must meet both the Academic and English language requirements for this programme. In addition to the requirements outlined above applicants for whom English is not their first language must use one of the following methods to demonstrate that they have the required level of English proficiency to study in New Zealand:

- gained NCEA level 3 and met New Zealand University Entrance requirements; or
- holds a Bachelor's degree of at least three years from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America; or
- achieved a Certificate in English Language Teaching to Adults (CELTA); or
- achieved the required score, as indicated in the following subsections, in one of the following internationally recognised English proficiency tests, within the preceding two years:
    - International English Language Testing System (IELTS)

- University of Cambridge Certificate in Advanced English (CAE)
- University of Cambridge Certificate of Proficiency in English (CPE)
- University of Cambridge First Certificate in English (FCE)
- International English for Speakers of Other Languages qualifications by City and Guilds (IESOL)
- Pearson Test of English (Academic) (PToE)
- New Zealand Certificate in English Language (NZCEL)
- Testing of English as a Foreign Language (TOEFL).

The requirement for this programme is:

- IELTS 6.5 with a minimum of 6.0 in writing, reading, speaking, listening OR
- Pearson Test of English (Academic) score of 58 OR
- equivalent (see http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/)

International applicants to Graduate Diploma in Theology and Graduate Certificate in Theology should seek NZQA evaluation of their non-NZ (overseas) qualifications prior to applying.

A waiver for the English language test may be granted:

- For those applicants who have an undergraduate or higher qualification gained from; New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America.
- For those who have studied in NZ for a minimum of two years at secondary school and gained either a) eight, level 2 NCEA University Entrance literacy credits (4 credits in reading and 4 credits in writing) gained prior to 2014 or b) ten, level 2 NCEA University Entrance Literacy credits (5 credits in reading and 5 credits in writing).
- For long-term residents (10+ years) in New Zealand, or another English speaking country, who are able to demonstrate English language competency appropriate to the desired level of study. Competency must be documented.

Police Clearance

It is a condition of enrolment in any internship, practicum, or Clinical Pastoral Education (CPE) course (s) that students complete a Police Vetting Service Request and Consent form as part of their application.

International applicants must provide a police clearance certificate from their country of citizenship AND for any country in which they have lived for more than a 12 month period in the last 10 years. This police clearance should be less than 6 months old and be presented at the time of application.

2.4.4.10 BACHELOR OF THEOLOGY (HONOURS) (BTH(HONS))

The normal requirement for admission into the Bachelor of Theology (Honours) programme is a completed three-year undergraduate degree in Theology or Ministry or equivalent qualification, as defined in the National Qualifications Framework of the NZQA, in an appropriate discipline. Entry into the Bachelor of Theology

(Honours) is conditional upon:

- A grade point average of 7.0 (B) in courses of the qualifying undergraduate programme at NZQF levels 6 and 7; and
- Approval of the Postgraduate Committee.

Special Admission Requirements

Serious consideration will be given to those that hold qualifications of an equivalent standard. In exceptional circumstances the Postgraduate Committee may allow applicants who do not meet these requirements, or who do not have qualifications of an equivalent standard, to be granted provisional candidature into the Bachelor of Theology (Honours) to be confirmed after the first semester of study. Each application will, however, be considered in light of the applicant's overall background and ability to benefit from the programme. The onus is on the student to provide details of all qualifications and experience relevant to the application procedure.

English Language Requirements

Applicants must meet both the Academic and English language requirements for this programme. In addition to the requirements outlined above applicants for whom English is not their first language must use one of the following methods to demonstrate that they have the required level of English proficiency to study in New Zealand:

- gained NCEA level 3 and met New Zealand University Entrance requirements; or
- holds a Bachelor's degree of at least three years from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America; or
- achieved a Certificate in English Language Teaching to Adults (CELTA); or
- achieved the required score, as indicated in the following subsections, in one of the following internationally recognised English proficiency tests, within the preceding two years:

o International English Language Testing System (IELTS)

o University of Cambridge Certificate in Advanced English (CAE)

o University of Cambridge Certificate of Proficiency in English (CPE)

o University of Cambridge First Certificate in English (FCE)

o International English for Speakers of Other Languages qualifications by City and Guilds

(IESOL)

o Pearson Test of English (Academic) (PToE)

o New Zealand Certificate in English Language (NZCEL)

o Testing of English as a Foreign Language (TOEFL).

The requirement for this programme is:

- IELTS 7.0 with minimum of 7.0 in writing OR
- Pearson's Test of English (Academic) score of 65 or higher OR
- equivalent (see http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqfrelated-rules/the-table/)

A waiver for the English language test may be granted:

For those applicants who have an undergraduate or higher qualification gained from; New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America.

- For those who have studied in NZ for a minimum of two years at secondary school and gained either

a) eight, level 2 NCEA University Entrance literacy credits (4 credits in reading and 4 credits in writing) gained prior to 2014 or b) ten, level 2 NCEA University Entrance Literacy credits (5 credits in reading and 5 credits in writing).

- For long-term residents (10+ years) in New Zealand, or another English-speaking country, who are able to demonstrate English language competency appropriate to the desired level of study. Competency must be documented.

International applicants to Bachelor of Theology (Hons) should seek NZQA evaluation of their non-NZ (overseas) qualifications prior to applying.

2.4.4.11 POSTGRADUATE CERTIFICATE IN THEOLOGY (PGCERTTH)

2.4.4.12 POSTGRADUATE DIPLOMA IN THEOLOGY (PGDipTh)

2.4.4.13 MASTER OF THEOLOGY (MTh)

General Admission Requirements

The normal requirement for admission into the PGCertTh,PGDipTh and MTh programmes is a completed undergraduate degree, or higher qualification, as defined in the National Qualifications Framework of the NZQA, in an appropriate discipline. The following options are available:

- Completed Bachelors qualification in theology or Christian ministry OR
- Applicants who hold a recognised Bachelor's level degree in a discipline other than theology may be accepted for study towards the PGCertTh, PGDipTh or MTh following successful completion of a bridging programme of theological study such as those provided by Laidlaw or as approved by the Postgraduate Committee. Bridging requirements may be satisfied wholly or partly by credit transfer and/or recognition of prior learning.

A grade average of 7.0 or higher in papers of the qualifying undergraduate programme equivalent to NZQA levels 6 and 7 is required.

Special Admission Requirements

Serious consideration will be given to those that hold qualifications of an equivalent standard. In exceptional circumstances the Postgraduate Committee may allow applicants who do not meet these requirements, or who do not have qualifications of an equivalent standard, to be granted provisional candidature into the PGDipTh. Candidature in the MTh shall be confirmed after the satisfactory completion of the PGDipTh.

Each application will, however, be considered in light of the applicant's overall background and ability to benefit from the programme. The onus is on the student to provide details of all qualifications and experience relevant to the application procedure.

English Language Requirements

Applicants must meet both the Academic and English language requirements for this programme. In addition to the requirements outlined above applicants for whom English is not their first language must use one of the following methods to demonstrate that they have the required level of English proficiency to study in New Zealand:

- gained NCEA level 3 and met New Zealand University Entrance requirements; or
- holds a Bachelor's degree of at least three years from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America; or
- achieved a Certificate in English Language Teaching to Adults (CELTA); or
- achieved the required score, as indicated in the following subsections, in one of the following internationally recognised English proficiency tests, within the preceding two years:
    - International English Language Testing System (IELTS)
    - University of Cambridge Certificate in Advanced English (CAE)
    - University of Cambridge Certificate of Proficiency in English (CPE)
    - University of Cambridge First Certificate in English (FCE)
    - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL)
    - Pearson Test of English (Academic) (PToE)
    - New Zealand Certificate in English Language (NZCEL)
    - Testing of English as a Foreign Language (TOEFL).

The requirement for this programme is:

- IELTS 7.0 with minimum of 7.0 in writing OR
- Pearson's Test of English (Academic) score of 65 or higher OR
- equivalent (see http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/)

A waiver for the English language test may be granted:

- For those applicants who have an undergraduate or higher qualification gained from; New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America.
- For those who have studied in NZ for a minimum of two years at secondary school and gained either a) eight, level 2 NCEA University Entrance literacy credits (4 credits in reading and 4 credits in writing) gained prior to 2014 or b) ten, level 2 NCEA University Entrance Literacy credits (5 credits in reading and 5 credits in writing).
- For long-term residents (10+ years) in New Zealand, or another English speaking country, who are able to demonstrate English language competency appropriate to the desired level of study. Competency must be documented.

International applicants to Postgraduate Diploma in Theology should seek NZQA evaluation of their non-NZ (overseas) qualifications prior to applying.

Admission Requirements and Flexible Structures for MTh

Level 8 Entry

180 Credit MTh
MTh degree may be completed with 180 credits:

- Where the candidate has completed a recognised three-year Bachelor's degree in Theology or Ministry, with a grade point average of 7.0 (B) in courses of the qualifying undergraduate programme at NZQA levels 6 and 7.

240 Credit MTh
MTh degree requires 240 credits:

- Where the candidate has completed a recognised three-year Bachelor's degree in Theology or Ministry, with a grade point average of 7.0 (B) in courses of the qualifying undergraduate programme at NZQA levels 6 and 7.
- Where the candidate holds a recognised Bachelor's level degree in a discipline other than Theology or Ministry and has completed a bridging programme such as Laidlaw's 120 credit Graduate Diploma in Theology with a grade point average of 7.0 (B) at NZQA level 7.
- In exceptional circumstances, the relevant Academic Head may allow entry to candidates who hold Laidlaw's 60 credit Graduate Certificate in Theology with a grade point average of 7.0 (B) at NZQA level 7.
- In exceptional circumstance the relevant Academic Head may, at their discretion, allow special admission to candidates who have successfully completed an alternate academic programme that meets the standard required to enter postgraduate study. Each application will, however, be considered in light of the applicant's overall background and ability to benefit from the programme. The onus is on students to provide details of all qualifications and experience relevant to the application process.

Level 9 Entry

120 Credit MTh
MTh degree may be completed with 120 credits:

- Where the candidate has completed an approved four-year Honours degree in Theology or Ministry with first or second class honours.
- Where the candidate has completed an approved Postgraduate Diploma in Theology with a grade point average of 7.0 (B).
- In exceptional circumstance the relevant Academic Head may, at their discretion, allow special admission to candidates who have successfully completed an alternate academic programme that meets the standard required to enter postgraduate study. Each application will, however, be considered in light of the applicant's overall background and ability to benefit from the programme. The onus is on students to provide details of all qualifications and experience relevant to the application process.

2.4.5 OTHER

2.4.5.1 CERTIFICATE IN STUDY AND CAREER PREPARATION (CertPrep) LEADING TO THE NEW ZEALAND CERTIFICATE IN STUDY AND EMPLOYMENT PATHWAYS (LEVEL 4)

General Admission Requirements

- No secondary schooling or NCEA level 1 attainment or equivalent: Entry assessment required
- NCEA level 2 attainment or equivalent: Open entry

NCEA Equivalence can include:

- NZ School Certificate
- Sixth Form Certificate
- Overseas equivalent qualifications, including IB and CIE
- Other NZQA level 1 or 2 certificates in relevant disciplines to Laidlaw programmes
- The following may be accepted as equivalent at our discretion and the applicant may need to sit assessment for entry:
    - Reference/support/documentation from employer
    - Evidence of level of academic achievement or a portfolio of work for home-schooled students

All equivalences must be documented.

Entry Assessment includes a literacy test. Dates for assessment will be advised.

English Language Requirements

Applicants must meet both the Academic and English language requirements for this programme. In addition to the requirements outlined above applicants for whom English is not their first language must use one of the following methods to demonstrate that they have the required level of English proficiency to study in New Zealand:

- gained NCEA level 3 and met New Zealand University Entrance requirements; or
- holds a Bachelor's degree of at least three years from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America; or
- achieved a Certificate in English Language Teaching to Adults (CELTA); or
- achieved the required score, as indicated in the following subsections, in one of the following internationally recognised English proficiency tests, within the preceding two years:
    - International English Language Testing System (IELTS)
    - University of Cambridge Certificate in Advanced English (CAE)
    - University of Cambridge Certificate of Proficiency in English (CPE)
    - University of Cambridge First Certificate in English (FCE)
    - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL)
    - Pearson Test of English (Academic) (PToE)
    - New Zealand Certificate in English Language (NZCEL)
    - Testing of English as a Foreign Language (TOEFL).

The requirement for this programme is:

- IELTS 5.5 with a minimum of 5.0 in reading and writing OR
- Pearson Test of English (Academic) score of 42 OR
- Equivalent (see http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/the-table/).

A waiver for the English language test may be granted:

- For those applicants who have an undergraduate or higher qualification gained from; New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States of America.
- For those who have studied in NZ for a minimum of two years at secondary school and gained either a) eight, level 2 NCEA University Entrance literacy credits (4 credits in reading and 4 credits in writing) gained prior to 2014 or b) ten, level 2 NCEA University Entrance Literacy credits (5 credits in reading and 5 credits in writing).
- For long-term residents (10+ years) in New Zealand, or another English-speaking country, who are able to demonstrate English language competency appropriate to the desired level of study. Competency must be documented.

2.4.5.2 CERTIFICATE OF PROFICIENCY / TOHU A PUKENGA MATAURANGA

Students who wish to take a Laidlaw course without entering a programme may apply to do that course for credit as a Certificate of Proficiency (CoP) or Tohu a Pukenga Matauranga (TPM). Upon successful completion of the course, the student is awarded a final grade and credited with the course. Typically, no more than one course may be taken as COP per semester and all academic regulations as per study as part of a programme apply. Entry into the course is at the discretion of the relevant Academic Head.

Students who have completed courses through CoP or TPM may apply to have those courses cross-credited into a Laidlaw programme through the Laidlaw Cross Credit regulations for Internal Credit Transfer.

2.4.5.3 NON-FORMAL STUDY

Students who wish to take a Laidlaw course (excluding Distance Learning) without entering a programme and without completing assessments may apply to do that course as Interest Only. This allows the student to attend lectures and view resources on Moodle. Upon completion of the course credits will not be awarded and the course cannot be transferred to an award.

2.5 FEES AND FINANCIAL INFORMATION

Please refer to the Laidlaw College Fee Schedule 2022 for the latest information on tuition and tuition related fees. This document can be found on the Laidlaw website www.laidlaw.ac.nz/fees.

2.5.1 ADDITIONAL COSTS

In addition to the Laidlaw College Tuition Fees, all students should allow for the following additional costs if applicable to their personal requirements:

- Basic textbooks: a limited quantity of required books is available in the Deane Memorial Library for reference. Students may be required to purchase prescribed texts and should allow $500 to $800 per year for full time study.
- Computer requirements: It is expected that all students have access to a computer to prepare and submit assignments. The minimum requirements are:
    - Windows PC: Windows 10 or later, Apple Mac: OS 10.15 or later, or equivalent.
    - Microsoft Word 365, or equivalent software that can save documents into Word format.
- Internet access with a modern browser such as Chrome or Firefox. Broadband access is highly recommended but can also be accessed on campus.
- Personal Expenses: travel, phone calls, postage, personal contents insurance, snacks, photocopying, stationery, and other personal needs.
- Childcare: early childhood education is available at Olive Shoots Early Childhood Centre situated at the Henderson campus. Further information is available by calling 09 836 7838 or emailing oliveshoots@laidlaw.ac.nz.
- Medical and Travel Insurance: international students must have appropriate and current medical and travel insurance that complies with the Code of Practice for International Students while studying in New Zealand. It is recommended this be purchased through Laidlaw College for the full length of the programme at the time of acceptance. The cost per year is approximately NZD600 per person or NZD1520 per family. These amounts are outside the control of Laidlaw College and subject to change. For further information please contact the Admissions Coordinator. Proof of medical and travel insurance will be required before an offer of place is given.
- English Language Proficiency Test (academic): all applicants whose first language is not English are required to take a recognised English language proficiency test (academic version) during their application process and achieve a test score appropriate to their desired programme of study. The cost of this test in NZ is approximately $400.

2.5.2 STUDENT LOANS AND ALLOWANCES

Student loans and allowances are processed and administered directly by StudyLink, a service of the Ministry of Social Development. To ensure commencement of study is not hindered, students are highly recommended to start the application process with StudyLink at the same time as applying to Laidlaw College or submitting a course selection for the following year.

Students who are eligible for “Fees Free” must indicate at the time of application and adhere to the rules and regulations as advised by the Tertiary Education Commission. If Fees Free eligibility is not confirmed by the end of the 3rd week of semester the student will be invoiced for any unpaid fees.

Most Laidlaw College programmes qualify for student loans and allowances. Full and part-time domestic students may access loans (providing all criteria are met). Allowances are usually only available to students who are enrolled in at least 48 credits per semester or 96 credits per year. Courses at Laidlaw are 15 or 30 credits therefore Laidlaw students will need to be enrolled in at least 60 credits per semester or 105 credits per year. Students enrolled in the Master of Theology are not eligible for allowances, and students enrolled in the Certificate of Proficiency (CoP) are not eligible for loans or allowances.

For information or to apply contact StudyLink directly on 0800 88 99 00 or online at www.studylink.govt.nz.

2.5.3 SCHOLARSHIPS AND BURSARIES

Laidlaw College provides access to a number of scholarships, bursaries, and funds for students studying in New Zealand. All scholarships are annual unless otherwise stated. Scholarship and Bursary award decisions will be made on the basis of a completed application form by the Laidlaw College Scholarships Committee. Applications for the following year must be received by the 1st day of December each year or as specified on the Laidlaw website.

Completing an application does not guarantee a scholarship or a bursary. Decisions regarding the awarding of scholarships and bursaries are affected by available funds, quality of applications and number of applicants in a given year.

Further information please see Laidlaw website: www.laidlaw.ac.nz/scholarships

2.5.4 FEE PAYMENT TERMS

Fees should be paid on or before the due date indicated on the invoice. Fee payment dates must be strictly observed as penalties for late payments apply. Fees are due at the beginning of the academic year for the full year of enrolment.

In signing the enrolment contract the student undertakes to pay all fees as they become due and to meet any late fees and collection charges associated with debt recovery. Please refer to the Laidlaw Fee Schedule on the Laidlaw website for further details.

Laidlaw College meets the fee protection requirements of the Education Act 1989 by ensuring all fees are paid direct to Public Trust for allocation to Laidlaw College in accordance with the Act. See below for further details.

The right of any student to continue their study (attend lectures, have assignments marked, sit exams, access library resources, access Moodle, etc.) or to commence a new semester of study may be withdrawn if:

- fees are not paid in accordance with the Fee Payment Terms; or
- other financial obligations to Laidlaw College are in default; or
- enrolment documentation (including student loan and fee protection) is not complete.

Where a student has not fulfilled their student loan or fee protection or financial obligations (tuition or any other debt) to Laidlaw College the following shall apply:

- the person's academic results will be withheld;
- the person shall not be re-enrolled as a student at Laidlaw College;
- the person will not be entitled to receive a copy of their academic record;
- the person will not be entitled to have their record transferred to any other academic institution;
- the person's course assessments will not be marked or returned;

- the person will not be entitled to graduate;
- the person will not be entitled to receive a letter of completion.

Payment default and account collection

Payment default and account collection regulations are detailed in the Fee Schedule. The Fee Schedule and its regulations are an integral part of the academic regulations.

2.5.5 FEES PROTECTION

The New Zealand Government requires all Private Training Establishments (PTEs) registered with the New Zealand Qualifications Authority (NZQA) to protect all student fees paid to them.

We have appointed the Public Trust to manage this obligation, and use their Fee Protect service. Public Trust is a government owned trustee company that has been in existence for over 135 years and all fees deposited with Public Trust have an unsecured capital guarantee from the New Zealand Government.

Students' fees are deposited into a trust account at Public Trust and paid to Laidlaw College over the duration of their study in accordance with an agreed payments schedule. This ensures that at any time sufficient money is available to refund the unused portion of student fees in the unlikely event that Laidlaw College is unable to complete the delivery of a course, for example due to closure, insolvency or loss of NZQA accreditation.

For more information, visit Public Trust's website (https://www.publictrust.co.nz/fee-protect) or contact Public Trust on 0800 494 733.

In addition to the above protection, mechanisms are in place to provide for recognition of Laidlaw College learning by other providers, should it fail financially. Details are available on request from the Academic Dean.

2.6 ENROLMENT

2.6.1 LIMIT ON STUDY LOAD

Students may not undertake more than 60 credits per regular semester**(or more than 30 credits in the summer semester)** without applying and receiving permission, in writing, from the Academic Head.

In the interests of a student's academic success, Laidlaw College reserves the right to limit the number of courses a student may take in any given semester. Students need to be aware that access to student loans and allowances may be compromised by such a restriction. It is the student's responsibility to be aware of these implications.

2.6.2 ATTENDANCE REQUIREMENTS FOR ON-CAMPUS COURSES

Full attendance at lectures, tutorials, seminars and other forms of designated classwork is expected. Unsatisfactory attendance (less than 80%) is grounds for failure of a course. Unsatisfactory attendance of all courses may lead to withdrawal of the study contract by Laidlaw. A pattern of late arrival at class or early departure will also be considered as absence, and in such cases the Academic Registrar will consider appropriate disciplinary measures.

If a student is absent for reasons of ill-health and informs the lecturer that s/he is unable to attend, it is considered an 'explained absence'. If a student is away from classes for reasons of illness for more than three consecutive days a medical certificate should be provided to support the explained absence. Explained absences are not taken into account when the total absences are calculated, only those days that the student is absent from class without informing the lecturer, or other appropriate Laidlaw staff member, before the start of class.

Students on a student visa should note that their attendance will be monitored with special vigilance and international students are expected to be in class at all times (100% attendance) as required by the conditions of their visa. Immigration New Zealand will be informed of any international students in danger of failing to meet 80% attendance including explained absences.

2.6.3 CROSS CREDITS

Laidlaw College recognises learning that takes place in a variety of different ways and in different places. Some of this learning takes place in a formal setting such as a school, college or university where students receive a certificate or award to indicate that the learning has occurred. Some learning takes place more informally through work and life experiences. Laidlaw College recognises both formal and informal learning to help students achieve the qualification that they are working towards.

2.6.3.1 EXTERNAL CROSS CREDITING

Cross crediting allows students to gain credit for tertiary level studies undertaken at another institution. Cross crediting will be done on the basis of matching course outlines, learning outcomes and assessments passed against those of the courses appropriate for the programme enrolled in.

Where there is not a direct match between courses, a minimum 80% match is acceptable. Full documentation must be provided to validate the claim for cross crediting of courses.

Cross credits may be specified or unspecified.

- Specified Cross Credit is where a student has completed a course equivalent to a Laidlaw College course. The content, level and learning outcomes must be the same or very similar to the Laidlaw course.

- Unspecified Cross Credit is where the student has completed an unrelated course at another recognised tertiary institution.

The work completed must be equivalent to and at the same level as the Laidlaw College programme enrolled and should normally have been completed in the past eight years. The number of credits granted shall typically not exceed one third of the qualification and no external cross credits will be awarded for the final year of a degree programme. In exceptional circumstances the relevant Academic Head may seek approval from the Academic Dean for additional credit to be granted.

Details on credit recognition and transfer in education programmes (**Bachelor of Education (Primary)**; **Graduate Diploma in Education (Secondary)**) are clearly documented and a copy of the documentation is given to the student to provide when they apply for teacher registration.

2.6.3.2 RECOGNITION OF PRIOR LEARNING (RPL)

(RPL) is the formal recognition of non-credentialed prior learning. RPL is where a student has validated experiential learning that is equivalent to a Laidlaw course. All applications for RPL must be related to an identifiable course. RPL gives students the opportunity to reduce the amount of time required to achieve a qualification by recognizing learning that has not been taken towards a formal qualification. Examples are Christian ministry experience or achievement in a related profession.

RPL will be awarded on the basis of matching the prior learning outcomes and assessments, levels and credits against those of the Laidlaw College programme in which the student is enrolled. Documentation presented must provide all necessary requirements regarding learning outcomes and assessment methods in courses passed.

The work completed must be equivalent to and at the same level as the Laidlaw College programme enrolled and should normally have been completed in the past eight years. The number of credits granted shall typically not exceed one third of the qualification and no external credit will be awarded for the final year of a degree programme. In exceptional circumstances the relevant Academic Head may seek approval from the Academic Dean for additional credit to be granted.

For the **Bachelor of Education (Primary)** the number of credits granted shall usually not exceed one-third of the programme and no RPL is given for any final year professional experience placements. No RPL is given for any professional learning experiences in the one-year **Graduate Diploma in Education (Secondary)**. RPL cannot be double counted. If RPL has been given for one of the qualifications used to gain entry to the programme, it cannot be used again for credit reduction.

2.6.3.3 INTERNAL CREDIT TRANSFER

Internal credit transfer refers to the transfer of courses and credits from one Laidlaw programme into another. These will be considered on a case by case basis. All applications for internal credit transfer should be made to the Academic Head after discussion with a programme advisor.

2.6.3.4 MAXIMUM CREDITS POSSIBLE THROUGH CROSS CREDITS AND/OR RECOGNITION OF PRIOR LEARNING

To ensure that the qualifications gained reflect the ethos and distinctives of Laidlaw College, two thirds of any qualifications must be completed at Laidlaw College. The maximum credits possible through cross crediting and/or recognition of prior learning is up to one third of the qualification being sought. All requirements of the qualification being sought must be fulfilled.

Credit towards a programme of study may be approved for recognition of prior learning or for courses completed outside of Laidlaw. Applications must be submitted to the Academic Registrar for approval by the Academic Head.

2.6.4 CHANGING PROGRAMME ENROLMENT

Students who find that they have enrolled in a programme that is not suited to their needs or academic ability should discuss this with a programme advisor. To change the programme enrolled in the student must complete a Change of Enrolment form and submit it to the Academic Registrar. Conversely, the review of academic results following each semester, may result in requiring a student to change his or her programme. Such changes should normally be made at the end of the first semester of a student's programme in consultation with a programme advisor.

2.6.4.1 CHANGES TO COURSES WITHIN A PROGRAMME OF STUDY

Add or Change a Course

Students who wish to add or change courses must submit a Change of Enrolment form. This must be approved by a programme advisor. Please see the table below for details of final dates for adding or changing courses and the applicable fees. The Academic Head must approve an application for additional courses where the approved credit limit for undergraduate programmes (60 credits per semester) has been exceeded.

Withdrawal from a course

Students who wish to withdraw from a course or courses must submit a Change of Enrolment form. This must be approved by a programme advisor. Please see the table below for details of withdrawal dates, applicable fees and academic penalties.

For the purposes of withdrawals from block and intensive courses, students should note that the official start time of a block courses is the first day of the semester, regardless of the timing of any intensive teaching period. If a student withdraws from the programme of study within 21 calendar days of the day when the semester officially starts a full refund of fees paid will be given less 10% or $500, whichever the lesser.

Withdrawals after any intensive teaching period has commenced will not receive any refund of tuition for that course.

When a student withdraws from a course, StudyLink, or Immigration New Zealand will be notified if required.

Substituted courses

Where Laidlaw has cancelled a course, students may be directed to withdraw from the cancelled course and substitute another course of the same level and credit value. The student must still submit the appropriate form however, in this case, the administration fee will be waived. The cancelled course will be deleted from the student's academic record.

If a suitable course is not available in the same semester due to timetabling constraints, the student may substitute a course in the following semester without incurring the administration fee. If a suitable course is not available until the following year, or the course is not required for the completion of the study programme, the student will receive a full refund of fees for that course.

If a student chooses to take up a course with a higher credit value in substitution of the cancelled course, he/she will be required to pay the difference in fees between the courses. The administration fee will be waived.

2.6.4.2 FINAL DATES FOR COURSE CHANGES

Course Changes

Final Change Dates	**Adding a course**		**Deleting a course**			
	Allowed	*Fee**	*Allowed*	*Refund*	*Fee**	*Academic penalty*
14 calendar days from start of semester	Yes	No	Yes	Yes	No	No – course is removed from academic record
21 calendar days from start of semester	Only with HoS approval	Yes	Yes	Yes	Yes	No – course is removed from academic record
After 21 calendar days but before 49 calendar days of the semester	No	N/A	Yes	No	No	Course is shown as Withdrawn (WDN) on academic record
After 49 calendar days of the semester	No	N/A	No	No	No	Course will be shown as Did Not Complete (DNC) on academic record

*Please see the Laidlaw Fee Schedule

2.6.4.3 CHANGE TO MODE OF STUDY

A student can withdraw from a course or programme in both on campus and distance learning mode up until the end of the third week of study, but a distance learning course cannot be added during the third week of study without approval by the Academic Head.

2.6.4.4 DEFERRAL OF STUDY

If a student wishes to take a break from their studies but intends to recommence in the future, they must apply to defer their studies by completing a Change of Enrolment form. When a student is considering deferring their studies, they should discuss this with the appropriate Academic Head or a programme advisor. This consultation should occur at the earliest possible date to ensure that implications of the student's personal study programme, Laidlaw community, financial obligations, student allowances, and church relationships, etc., are clarified.

The following deferment regulations apply for certificate and diploma programmes:

- Students can defer their studies for one semester at a time;
- Students can defer their studies for up to two semesters in total.

The following deferment regulations apply for degree programmes:

- Students can defer their studies for up to two consecutive semesters;
- Students can defer their studies for up to four semesters in total.

2.6.4.5 WITHDRAWAL FROM A PROGRAMME OF STUDY

When a student is considering withdrawal from Laidlaw, they should first discuss their concerns with the appropriate Academic Head or a programme advisor. This consultation should occur at the earliest possible date to ensure that implications of the student's personal study programme, Laidlaw

community, financial obligations, student allowances, and church relationships etc., are clarified. Withdrawals on compassionate grounds should be discussed with the Academic Registrar.

Students who wish to withdraw must complete a Change of Enrolment form. The effective date of withdrawal cannot be earlier than the date on which this completed form is received by Laidlaw.

When a student withdraws from a programme, StudyLink will be notified if required

Refunds when withdrawing from a programme of study

If a domestic student withdraws from their programme of study within twenty-one (21) calendar days of the day when lectures/teaching officially start a refund of tuition fees will be given less 10% or $500, whichever is the lesser. Withdrawals after twenty-one days will not receive any refund of tuition fees for that semester.

If an international student withdraws from their programme of study within ten (10) calendar days of the day when the semester officially starts, a refund of tuition fees will be given less 25% (based on actual costs incurred). Withdrawals after ten days will not receive any refund of tuition fees for that semester.

International applicants who are not successful in obtaining a student visa will be refunded the full fees paid.

Any student who withdraws from their programme after twenty-one days from the start of the semester, but before any block or intensive teaching period can apply in writing to the Academic Registrar for a refund of up to 50% of that course's fees. Each application will be considered in relation to its respective circumstances. Withdrawals after this time will not receive any refund of tuition for that semester.

2.7 TIME ALLOWED TO COMPLETE A PROGRAMME OF STUDY

All programmes have a maximum number of semesters or years in which you have to complete your programme. You will need to complete your programme within these time limits or have a deferral or extension approved. Deferrals and extensions may be approved if you are unable to complete because of exceptional circumstances beyond your control.

Unless otherwise specified in the regulations for a particular programme the standard time limits given below apply:

Programme	Credits	Full-time	Part-time
Certificate	60	1 semester	2 years
Certificate	120	1 year/2 semesters	4 years
Diploma	120	1 year/2 semesters	4 years
Bachelor's Degree	360	3 years	8 years [1, 2]
Bachelor's Degree with Honours	120	1 year/2 semesters	3 years
Graduate Certificate	60	1 semester	2 years
Graduate Diploma	120	1 year/2 semesters	4 years[2]
Postgraduate Certificate	60	0.5 years/ 1 semester	2 years
Postgraduate Diploma	120	1 year/2 semesters	3 years
Master's Degree	180	1.5 years/3 semesters	4 years
	240	2 years	6 years[1]

[1] Including the time taken to complete internal credits transferred.

[2] A professional experience placement must be undertaken in the last semester of study for the Bachelor of Education (Primary) and the Graduate Diploma in Education (Secondary).

[3] This is after the successful completion of an appropriate bachelor's degree.

The opportunity to continue beyond these time limits will be considered on a case by case basis and with approval of the Academic Head.

In exceptional circumstances, the Academic Head may approve a personal programme of study which does not conform to the above requirements, however the total number of credits required for the completion of the programme cannot be adjusted.

3 LIBRARY AND INFORMATION SERVICES

3.1 LIBRARY SERVICES

All enrolled students have access to Laidlaw's library services. Each campus has its own well-resourced library, with both print and electronic resources available. Distance Learning students, as well as those at the Manukau Campus and Partner Colleges, have access to a borrowing system where books are requested online and couriered to students' addresses.

The library homepage (www.laidlaw.ac.nz/library/) is the gateway to information and resources for study and research, including access to One Stop Search and the Library Catalogue. Library hours and help guides are also available via the library homepage.

3.1.1 BORROWING PROCEDURES

Only persons currently enrolled in a study programme and carrying their student ID card are able to borrow items from the library. Students need to familiarize themselves with the lending policies at the campus at which they are studying. In general:

- Books in the Main Collection are issued for four weeks at a time for campus students, and six weeks at a time for Distance Learning students. They can be renewed once.
- Desk Copies can be used in the library for up to two hours. These need to be issued and returned directly to the library desk. Distance Learning students can request for a chapter of these books to be scanned and emailed to them.
- Short Loan books are issued for seven days and cannot be renewed. For campus students, these need to be issued and returned directly to the library desk.

  Loan Periods

Undergraduate students may borrow up to 12 books from the Main Collection, one from the Short Loan Collection and one from the Desk Copy Collection at any one time.

Postgraduate students may borrow up to 30 books from the Main Collection, two from the Short Loan Collection and two from the Desk Copy Collection at any one time.

3.1.1.1 RECALLS

Books may be recalled at any time by library staff for any reason. Once recalled, the due date is reduced to three days from the date of the notice and fines may be incurred if the book is not returned within this period.

3.1.2 STUDY SPACES

Henderson and Christchurch libraries have individual study spaces within the library, as well as group study rooms, which need to be booked at the library desk. Free WiFi access is available for students.

3.1.3 PHOTOCOPYING

ID card-operated facilities are available at Henderson and Christchurch libraries. Charges are as follows:

- 10c per black and white A4 page
- 50c per colour A4 page

Note: A3 is not available.

3.1.4 COPYRIGHT COMPLIANCE

Strict compliance with copyright legislation is expected of every person making use of the copying facilities within Laidlaw libraries. Students are advised that a copyright owner is entitled to take legal action against a person who infringes their copyright. In the regard, library users are referred to the Copyright Act 1994, which deals with such issues as copying for 'Research or private study', and 'Copying for educational purposes of literary, dramatic, musical or artistic works or typographical arrangements.'

For further information concerning this issue, please consult Laidlaw library staff for a reference copy of the Copyright Act, and copyright notices placed near each photocopier.

3.2 INFORMATION SERVICES

3.2.1 EMAIL

All enrolled students will be issued with an official student email address in the form studentID@student.laidlaw.ac.nz. These student email addresses will be used by Laidlaw to communicate electronically with students. Please note that all email correspondence will be sent to this address once the account has been created. This will be the main mode of communication of written information to all students. It is the student's responsibility to ensure that they regularly check their email, and all communications forwarded to a student's email address will be considered to have been received by them.

Instructions for accessing the student email address will be provided to students when their enrolment is confirmed. It is possible to forward emails from the student email account to a personal email address; instructions for this will be provided to students with their email account details.

The privacy of student email account holders will be maintained in accordance with privacy law. Laidlaw College will share student email addresses with other students in the same course for the purpose of facilitating learning. IT personnel may be required to access student accounts if:

- Email is no longer accepted by a studentID@student.laidlaw.ac.nz account;
- Required to by law;
- To resolve email related technical issues;
- The College has reason to suspect irresponsible use of a studentID@student.laidlaw.ac.nz mail account.

Student email accounts are valid only during a student's course of study. On completion of study or following a leave of absence from study they are subject to deletion.

3.2.2 INTERNET

This policy clarifies acceptable use of the internet by Laidlaw College students while using college owned or leased equipment, facilities, internet addresses, and email addresses or domain names registered to Laidlaw College or associated entities.

3.2.2.1 RIGHTS AND RESPONSIBILITIES

Laidlaw College will provide internet access to students when on campus to enable them to access information that can aid them in their studies. In return, every internet user has the responsibility to respect and protect the rights of every other user in the Laidlaw community and on the internet.

Students are expected to act in a responsible, ethical and legal manner in accordance with the Laidlaw College Standards of Conduct (see 5.6), the missions and purposes of the other networks they use on the internet, and the laws of New Zealand.

3.2.2.2 INTERNET CODE OF CONDUCT

The Internet Code of Conduct applies to all users of Laidlaw provided internet access. It reads: "I will strive to act in all situations with honesty, integrity and respect for the rights of others and to help others to behave in a similar fashion. I will use the internet appropriately and responsibly."

Usage Guidelines

Every user is held responsible for his/her actions and activity within his/her account. Unacceptable uses of the network will result in the suspension or revoking of these privileges, and also may result in misconduct proceedings.

The following uses of the internet, using Laidlaw College equipment or facilities, are not allowed:

- Sharing password or login details with anyone else;
- Using the network for any illegal activity, including violation of copyright or other contracts, or any other activities which would in any way bring discredit on Laidlaw or associated entities;
- Using the network to access, retrieve, or print text and/or graphics information that exceed the bounds of generally accepted standards of good taste and ethics, and/or is outside of Laidlaw College Standards of Conduct. Laidlaw College may use software to track the usage of individuals and monitor viewing of pornographic and other unethical material. Abuse of this nature will result in termination of right of usage and possible misconduct proceedings;
- Using the network to engage in any personal commercial activities on the internet, including offering services or merchandise for sale or ordering services or merchandise from online vendors;
- Engaging in any fundraising activity, endorsing any product or services;
- Participating in any lobbying activity including distribution of chain emails, or engaging in any active political activity;
- Degrading or disrupting equipment, software or system performance;
- Vandalizing the data of another user, commercial entity or other group;
- Gaining unauthorized access to resources or entities;
- Invading the privacy of individuals, commercial entities or other groups;
- Using an account belonging to another user;
- Posting personal communications without the original author's consent;
- Posting anonymous messages;
- Engaging in any activity which would compromise the security of any Laidlaw College computer or server, such as downloading, exchanging, storing or printing unauthorized software, files or messages that are profane, obscene, or that use language that offends or tends to degrade others.

User Responsibilities

Users are responsible for:

- Following existing security policies and procedures in their use of internet services and refraining from any practices which might jeopardise Laidlaw's computer systems and data files when downloading files from the internet, including, but not limited to, virus or worm attacks, "spyware", "adware", other software identifiable as "malware", usage tracking "cookies" or scripts, port scanning, packet capturing or password or access-key capturing;
- Learning about internet etiquette, customs, and courtesies, including those procedures and guidelines to be followed when using remote computer services and transferring files to or from other computers;
- Familiarizing themselves with any special requirements for accessing, protecting, and utilising data, including materials or information limited by the Privacy Act, copyrighted materials, and procurement of sensitive data;
- Conducting themselves in a way that reflects positively on Laidlaw and associated entities even though they may be using the internet for personal reasons;
- Being aware how much internet usage they are allowed;
- Not storing excessive amounts of data on Laidlaw's servers or network.

Monitoring Rights

Laidlaw College may, for security and business related reasons, monitor all use of its computer and internet facilities which are provided for study related purposes. Because of Laidlaw's need to monitor usage users should not have any expectation of privacy when they use these tools.

Breach of Responsibilities and Guidelines

Any breach of these policies and guidelines may be investigated. Any student found to be in breach of the Internet Code of Conduct may be subject to disciplinary action, including misconduct proceedings.

Student Files and Data

Students are responsible for ensuring that that their personal data is secure and adequately backed up. Laidlaw is not responsible for lost or corrupt files and cannot provide services to recover these files.

4 ASSESSMENT

4.1 SUBMISSION OF ASSESSMENTS

Most coursework assignments are submitted and returned electronically. This is facilitated through Laidlaw's online learning management system, Moodle (https://learn.laidlaw.ac.nz). All students are issued with a Moodle account, and every course will have a course area set up in Moodle. Course information will be included in this course area as well as the facility to submit assignments. Further instructions on using Moodle and student email, on uploading assignments, online discussion and using online databases are available in the IT Handbook. Students must ensure they retain a copy of their assignments.

All Laidlaw College assignments and examinations will be appropriate to the nature and level of the course and award for which they are set. Style and format are important elements of academic writing. Careful attention should be given to spelling, grammar, and punctuation. Spelling should conform to the Concise Oxford Dictionary. All abbreviations, references and bibliographic format must be in conformity with the requirements laid down in the Guidelines for Written Assignments which is available on Moodle.

Moodle records the time and date assignments are received to ensure that assignments are received by the due date. All assignments are automatically submitted to Turnitin, an online plagiarism detector, for checking.

Students using Greek and Hebrew text need to note the following: the standard fonts for Greek and Hebrew are the Tyndale fonts. These fonts are Unicode, which allows all computers to display them properly regardless of which fonts are installed on their computer. Students can download the fonts from www.tyndalehouse.com/fonts. All assignments must be submitted in Microsoft Word or PDF format.

Hardcopy submission is only allowed in special circumstances (approved by the lecturer) such as display work and 3D model work.

4.1.1 POLICY FOR USE OF TE REO MĀORI IN ASSESSMENT

In recognition of Māori as an official language of New Zealand, Laidlaw upholds and supports the right of Māori-speaking students to apply to use Te Reo Māori as the language of assessment. The process for applying to use Te Reo Māori in assessment is as follows:

- Students may apply in writing to the Academic Registrar for permission to be assessed in Te Reo Māori for specified assessment activities or all assessment activities for a particular course.
- The application must be made at least 3 weeks before the assessment, or first assessment, is due or examination is scheduled.
- The application must carry the signed endorsement of both the course lecturer/Kaiako and a member of Te Rūnanga O Te Wananga Amorangi, a list of the current members can be found on the Laidlaw website here: https://www.laidlaw.ac.nz/about-us/governance/.
- The Academic Registrar will consult with the relevant Academic Head and Te Rūnanga and will inform the applicant of the outcome in writing within 10 working days of receiving the application.

- The Academic Registrar will work with Te Rūnanga to identify and access appropriate assessors, and to set moderation procedures in place to ensure Te Reo Māori assessment is just and equivalent to that for students using English for the same assessment activity.
- Where a student has concerns about the outcome of their application they can appeal to the Academic Dean, with support from the course lecturer/Kaiako and/or Te Rūnanga member. Any unresolved appeal would be submitted to the Principal in consultation with Te Rūnanga for final decision.

4.1.2 REQUEST FOR EXTENSION OF ASSIGNMENT DUE DATES

Extensions to assessments may be granted by the Academic Registrar:

- If the extension is applied for no later than the assessment due date and time;
- Only for reasons of ill-health, extraordinary circumstances or on compassionate grounds; work and life pressures that could be planned for are not valid grounds for extension requests;
- For no longer than three days for reasons of ill health without a medical certificate as evidence of ill health;
- For up to two weeks but will not be granted past the end of the semester unless approved by the Academic Head or as part of an Individual Learning Plan (ILP).

4.1.2.1 THESIS EXTENSIONS

A postgraduate student may apply for a thesis extension beyond the end of the semester to the Postgraduate Committee along with a recommendation from the student's supervisor. An extension may not be granted for more than one semester's duration at a time. An extension of one semester will be granted in cases where a thesis has been examined and has not been passed but given opportunity to be rewritten and resubmitted for examination.

Please refer to the Laidlaw Fee Schedule for related fees.

4.2 EXAMINATIONS (ON CAMPUS)

Students should arrive at the scheduled room 15 minutes before the start time of the examination. All books and papers not approved for use in the examination, along with bags and other personal belongings, must be left in a part of the examination room designated by the Supervisor. Any valuables may be handed to the Supervisor for safekeeping prior to the commencement of the reading time. All electronic devices such as cell phones, laptops and tablets must be switched off and may not be kept on the desk or accessed or looked at during the exam.

Students must bring their Laidlaw Student ID card with them to the examination room and place it on the desk before commencing the examination. Students who arrive without their ID card will need to have their identity checked by the Academic Registrar before they can commence the examination. This may delay the student's commencement of the examination and extra time will not be allowed.

The instructions on the examination paper define the work that needs to be completed and the time allowed for the examination. These instructions must be followed in all circumstances. Ten minutes is allowed for reading the examination paper before starting written work, but students may not begin

writing until the Supervisor announces they may do so. Examination answers should be written in the official examination answer booklet provided unless otherwise directed by the examiners.

Students should bring their own pens. They must not have any books, written material or notes of any kind with them during the examination, except in 'open book' examinations. If required, students will be supplied with an appropriate Bible. Students for whom English is not their first language, are permitted to use approved unmarked copies of English/First Language dictionaries in all examinations and unmarked Bibles written in their own language (not diglots or reference editions) in addition to an English Bible, when a Bible is prescribed.

No student will be allowed to:

- enter the examination room later than 30 minutes after the stated start time;
- leave the room for a toilet break without first informing the Supervisor;
- leave the room for any other reason without first obtaining the permission of the Supervisor;
- leave the examination room until 45 minutes has elapsed from the stated commencement time;
- leave the room during the final 15 minutes of the examination.

On completion of the examination time, the Supervisor will instruct the students to stop writing. When this instruction is given the students shall:

- complete the sentence in progress, but must not begin a fresh sentence;
- complete the cover sheet on the script booklet;
- wait until the Supervisor has collected the script before leaving the room;
- hand all paper used during the examination to the Supervisor.

4.2.1 SPECIAL ASSISTANCE FOR STUDENTS WITH A DISABILITY

Students who provide appropriate evidence from a suitable professional may be granted special examination support such as reader or writer assistance or allowed to use a laptop computer. The request for such assistance must be made to the Academic Registrar at least four weeks prior to the examination date. The final decision as to the level of support granted will rest with the Academic Registrar.

4.2.2 RESCHEDULED EXAMINATIONS

Where a candidate has a clash on the examination timetable, or they will be sitting the exam at an unsuitable time in a different time zone, an alternative time will be arranged for him/her to sit the exam. The candidate must apply for a rescheduled time on the form available at least 4 weeks before the commencement of exam week. Changes to examination times will not be made for any other reasons, unless discussed with the Academic Registrar. All students are responsible for their own external commitments (including work, family and church) during the examination period. They should therefore ensure these commitments do not interfere with their examination schedule.

4.2.3 SPECIAL EXAMINATIONS

Students, who are unable to sit examinations due to illness, on formal written application, will be granted special examinations upon production of a medical certificate from a registered medical practitioner. Special examinations will be similar in content and form, but different from the original examination.

Students who are unable to sit examinations due to extenuating circumstances (e.g. bereavement, serious illness in the family, etc.), on application will be granted special examinations. In such cases students must make application to the Academic Registrar in advance, or if circumstances make this impossible, no later than the final day of examination week.

Students, who are unable to sit examinations or feel their performance in examinations has been severely impaired, due to stressful circumstances beyond their control, may apply for a special examination. In such cases students must make application to the Academic Registrar in advance, or if circumstances make this impossible, no later than the final day of examination week.

Students granted special examinations under the special conditions are graded as normal. Special examinations do incur an administration fee.

Special examinations must be sat at the time set by the Academic Registrar or Campus Director. After this time, the offer of the special examination will be considered to have expired, and the course failed.

4.3 LAIDLAW GRADUATE SCHOOL MTH THESIS

MTh theses and dissertations are examined by one internal and one external examiner. In the event that the examiners disagree on the grade to be awarded the following will occur:

- The Postgraduate Committee will ask the examiners to exchange reports and attempt to reach agreement on the grade to be awarded. If the examiners cannot agree but the difference is within 2 points the Postgraduate Committee will make a decision.
- If the examiners cannot agree to within 2 grade points an external moderator will be appointed to consider the reports and recommend a grade to the Committee. The Postgraduate Committee (or the Academic Head as representative) will then make a decision based on the recommendations.
- If one examiner recommends failing the thesis or dissertation and the other recommends a pass, a third examiner will be appointed. The Postgraduate Committee (or the Academic Head as representative) will then make a decision based on the recommendations.

4.4 ASSESSMENT AND GRADING

4.4.1 GRADING CRITERIA

All assignments and examinations will be assessed according to the criteria stated in the Course Assessment and Delivery Outline (CADO). When assessing an assignment or examination, the lecturer will indicate the level of competence attained in the stated criteria, in his/her opinion, using a grade expressed as a percentage, or using a grading rubric that maps to a percentage. Any re-grading done at a later stage (e.g., relating to performance across a range of assignments, or in applying penalties), which results in grades being overridden, will be stated as a possibility in the CADO or in this document.

4.4.2 ASSESSMENT REQUIREMENTS

All pieces of assessment must be seriously attempted. Students who fail to meet this requirement will receive a final overall fail grade of DNC (Did Not Complete). Those assessments that alone test specific learning outcomes must achieve a minimum grade of 50%. These items will be clearly identified in the CADO. Students who fail to meet this requirement will receive a final overall fail grade for the course, regardless of the overall average grade calculation for the course.

Bachelor of Education (Primary) and Graduate Diploma in Education (Secondary) have special assessment requirements. In order to pass a course in the Bachelor of Education (Primary) and Graduate Diploma in Education (Secondary), students must attain a minimum of 50% grade in every assessment. Every course must be passed to complete the programme and be eligible to graduate.

4.4.3 PENALTIES FOR LATE ASSIGNMENTS

Work submitted after the due date and time, including after an extension due date and time, is considered late and is graded as follows:

- An assessment is considered late immediately after the due date and time has passed;
- An assessment submitted 0-7 days (0-168 hours) late will incur a penalty of 10% off the grade received. The numeric grade assigned by the lecturer will be multiplied by 0.9 to determine the final grade for the assessment;
    - An assessment that initially receives a pass grade will be given a grade of no less than 50% after the late penalty has been applied;
    - If an assessment receives a fail grade, and it has been seriously attempted, the student will be permitted to apply to resubmit the assessment;
- An assessment submitted 8-14 days late will be graded as either a pass (a grade of 50%) or a fail (a grade of 0%);
    - If an assessment receives a fail grade, and it has been seriously attempted, the student will be permitted to apply to resubmit the assessment;
- An assessment submitted later than 14 days after the due date or 14 days after a previously granted extension date will not be graded;
- Assessments cannot be submitted after the last day of the semester.

4.4.4 INDIVIDUAL LEARNING PLANS

An Individual Learning Plan (ILP) is a personalised agreement that enables a reasonable adjustment to be made to a student's assignment due dates and may stipulate other conditions required.

An ILP will be considered for a student who cannot meet the assignment due dates in one or more courses. A student may be eligible for an ILP on the grounds of ill health, a declared disability, or extenuating circumstances outside the student's control and who can provide appropriate evidence.

An ILP will be developed for a student by a Student Support Advisor, in conjunction with the Student Support Manager, and the relevant School or Campus as necessary. Once an ILP is approved by the Student Support Manager the student will follow the dates determined by that plan.

The Academic Registrar will facilitate the adjustment of assignment due dates on receipt of the approved ILP and teachers for all courses affected will be informed of the ILP and agreed assignment due dates.

The following regulations apply:

- An ILP needs to be agreed to and put into place by the 14th day after the due date of the non-submitted assignment;
- Assignments submitted after the due date and time, including after a new assignment due date and time, are considered late and will be graded according to the assessment and grading criteria as stipulated in 4.4.3 Penalties for Late Assignments;
- An ILP extending past the final day of the semester must be agreed to by the relevant Academic Head;
- If a new due date extends past the end of the semester then the new due date is final and assignments will not be accepted after that due date;
- An ILP that extends past the end of the semester may impact the student's ongoing enrolment. A student on an ILP that extends past the end of the semester cannot enrol in the following semester until all assignments have been submitted.

4.4.5 RETURNING ASSESSMENTS

Assignments have a formative as well as assessment significance, as such it is Laidlaw's goal that all assessments will be marked and returned to students within three weeks of the assignment due date. However, students who hand in assessments significantly late cannot necessarily expect to receive their work back in the same timeframe.

When marking assessments, the marker will provide a grading comment on which is given:

- an indication of the extent to which the criteria have been met;
- the overall grade (0-100%) for the assessment.

Comments, corrections or indications where improvements could be made will be given on the assignment feedback file, on the script or through Moodle. It is expected that written feedback will be provided by lecturers for each piece of assessment other than short answer tests.

4.4.6 ASSESSMENT RESUBMISSION

Students who submit and fail an assessment may apply to resubmit the assessment, which allows them to reattempt the assessment. The following regulations apply:

- Students must apply for an assessment resubmission by completing the appropriate form within two weeks of being notified of their grade for that assessment;
- If an assessment is graded “F” (below 40%) the application to resubmit must be approved by the Academic Head;
- A maximum grade of 50% will be awarded for an assessment resubmission;
- A final course grade of SUP will be indicated until every “supplementary” (resubmitted) assessment is to be completed, or the date for resubmission has passed, and a final grade can be awarded.

4.4.7 SUPPLEMENTARY EXAMINATIONS

Students who fail an examination are eligible for a supplementary examination, which allows them to sit an alternative examination. The following regulations apply:

- Students eligible for a supplementary examination will be offered this opportunity by Student Services;
- The offer of a supplementary examination must be accepted by the date specified in the supplementary examination offer, if the offer is not accepted then a fail grade will be awarded;
- A maximum grade of 50% will be awarded for a supplementary examination;
- A final course grade will not be awarded until every supplementary assessment has been completed.

4.4.8 FINAL GRADES

A final grade will be awarded for each student formerly enrolled in a course.

Final grades will be calculated from assignment and examination grades, with each assessment grade contributing to the final grade using the weighting assigned in the Course Assessment and Delivery Outline. On this basis, a final grade will be awarded in accordance with the table below:

Percentage	Letter Grade	Description
90-100	A+	Exceptional
85-89.99	A	Excellent
80-84.99	A-	Superior
75-79.99	B+	Very Good
70-74.99	B	Good
65-69.99	B-	Competent
60-64.99	C+	Satisfactory
55-59.99	C	Acceptable
50-54.99	C-	Marginal
40-49.99	D	Unsatisfactory
Below 40	F	Poor

Other Designations:

Grade	Grade Name	Description
AUD	Audit	Interest only attendance
AEG	Aegrotat Pass	Defined under 4.4.11
CC	Cross Credit	Credits recognized from courses either external or internal
CP	Conceded Pass	Defined under 4.4.12
DNC	Did Not Complete	Failed to complete the course
IP	In Progress	Temporary designation which indicates that a student's course work has been extended past the end of the semester
PXT	Practicum Extension	Temporary designation which indicates that a student's practicum work has been extended past the end of the semester
SUP	Supplementary	Temporary designation indicating a supplementary assessment has been offered (including resubmissions)
UP	Ungraded Pass	Ungraded Pass
UF	Ungraded Fail	Ungraded Fail
WDN	Withdrawn	Withdrawal from a course past the stated final date

Courses failed in one year will remain as 'FAIL' on a student's transcript, even if the course is repeated in a subsequent year, in order that a true record of the student's progress is kept. Grades for failed courses will not be counted toward the Grade Point Average.

Students will be advised of these final results for the course with a transcript after all checking has been completed.

4.4.9 REPEATED COURSES

Students repeating a course must repeat all requirements of the course including class attendance. Students may choose to resubmit assessments from previous attempts of the course in consultation with the lecturer. A fee reduction will apply, see the Laidlaw Fees Schedule for details.

A student may only enrol in the same course a maximum of three times. If the course is compulsory for the programme the student's enrolment in the programme will need to be reviewed by the Academic Head.

4.4.10 PRACTICUM [EDUCATION]

Education students [BEd, GradDipEd] will only have two opportunities to pass each professional experience placement (practicum).

If extenuating circumstances arise, a student may need to be withdrawn from a practicum. The practicum will be rescheduled and completed within an agreed timeframe but as soon as possible under the circumstances. This is not considered a repeat practicum and does not attract any penalty.

Extenuating circumstances are defined as unforeseeable events outside of the student's control (such as serious injury or ill-health, tangihanga/bereavement, civil emergency, or on compassionate grounds) and which will compromise the student's ability or capacity to meet the requirements of their practicum.

Extenuating circumstances are verified and determined at the discretion of the Head of Programme and Practicum Coordinator. See the Professional Experience Placement Handbook [Education] for details.

4.4.11 AEGROTAT PASS

Students who by exceptional circumstances beyond their control, such as illness, injury or bereavement, have been prevented from sitting an examination, or from completing an assignment, or who consider that their performance in any course has been seriously impaired, may, on application to the Academic Head through the Academic Registrar, be awarded an aegrotat grade. Aegrotat grades are not permissible in practicum courses in the Bachelor of Education (Primary) or Graduate Diploma in Education (Secondary).

No aegrotat grade will be granted unless the student has made an application in writing to the Academic Registrar within one week of the conclusion of Laidlaw examinations, or of the final date for completion of assessments as appropriate. The application must be accompanied by appropriate medical or other documentary evidence which, in the opinion of the Academic Head, is sufficient to support an application for compassionate consideration.

In deciding whether to award an aegrotat grade the Academic Head will take into consideration such factors as:

- Completion of other assessments within that course;
- Attendance at lectures.

A decision on the academic merit of a request for an aegrotat will be based on an assessment by the Academic Head of the probability that the student would have passed the assignment or examination

had the student been in a position to complete it in normal circumstances, together with the grades the student received for other assessments, all of which must have been completed.

The performance of the student in other courses will also be taken into account. An aegrotat cannot be granted for more than 12.5% of the total credits of the programme of study.

Where there is a request for aegrotat grades in excess of 12.5% of the credits of the programme of study, or for more than one level 7 course, the student may complete supplementary assessments provided other criteria for obtaining a grade are also met (other assessments and attendance).

Should the Academic Head decide that there are not sufficient grounds for awarding an aegrotat grade, the student may be granted the opportunity to complete a supplementary assessment or complete a supplementary assignment within a given time frame.

4.4.12 CONCEDED CREDITS

Conceded credits apply only to students about to complete an approved programme. They will be awarded only on the approval of the relevant Academic Head to students who, due to circumstances not of their own making, fall 10 or less credits short and who would otherwise have completed their qualification. Conceded credits may be granted at the discretion of the College and are to be notified to the Academic Dean.

4.4.13 CONCEDED PASSES

Conceded passes apply only to a student in their final year of study towards an approved Diploma or Bachelor's award. A student who has failed a major assessment in one course only, but who has gained an overall grade of at least 50% in that course and who would otherwise have completed a diploma or degree is eligible to be considered for a conceded pass.

A student is allowed only one conceded pass during their entire period of study at Laidlaw. Application for consideration of a conceded pass should be made in writing to the Academic Registrar for consideration by the Academic Head.

Conceded passes are not permissible in practicum courses in the Bachelor of Education (Primary) and Graduate Diploma of Education (Secondary).

4.4.14 NON-COMPLETION OF PROGRAMMES

Students who do not complete a full programme of study for an award will, on request, be given a certified transcript of their results indicating the years of study and the level at which this was undertaken.

4.5 SATISFACTORY ACADEMIC PROGRESS

4.5.1 GOOD ACADEMIC STANDING

Students must maintain good academic standing throughout their study. Upon entry students are placed on "Provisional Enrolment" indicating that the first semester is a trial period in order to establish a good academic standing.

To maintain good academic standing, students must successfully complete 75% of the courses in which they enrol in any given semester. Student progress is reviewed at the end of each semester when final grades have been submitted. A student who does not maintain the required standard will be notified in writing and will be counselled towards re-establishment of good academic standing.

4.5.1.1 ACADEMIC PROBATION

If the required standard is not achieved during the semester following such advice, the student will be placed on Academic Probation.

4.5.1.2 ACADEMIC SUSPENSION

If low course completion continues for a further semester, the student may be asked to terminate their programme of study. Students may appeal this decision by presenting a written submission to the Academic Registrar.

4.5.2 PLAGIARISM

Plagiarism is copying or using work without acknowledging the source. Students are required to submit written assessments (such as an essay, portfolio or online examination) electronically through Laidlaw's online learning portal, Moodle. In submitting an assignment for grading, a student is declaring that the work is his/her own. Upon submission of an assignment, the student must agree with the declaration disclaiming plagiarism and collusion. All assignments are then checked for plagiarism through Turnitin.

All words that are copied from another piece of writing, or recording, must be enclosed in quotation marks (" ") and the source referenced according to an accepted system of referencing. Where significant ideas are borrowed from other sources, these too must be acknowledged, including any previous work done by the student that has been submitted for grading.

If this is not done, the lecturer or marker will, on the first occasion, issue a verbal warning and require the student to resubmit the assessment. The Academic Registrar will be notified and will note the offence on the student's file and the plagiarism register.

If there is a subsequent occasion, student will be required to resubmit the assessment to be graded on a pass/fail basis (maximum grade of 50%). The Academic Registrar will issue a warning letter to the student, as well as note the offence on the student's file and the plagiarism register.

Further instances of plagiarism will result in an immediate course fail, be regarded as serious misconduct, and may result in further disciplinary action (see the Disciplinary Procedures section).

If an online examination is failed due to plagiarism then the opportunity to sit a supplementary examination may be offered, if it is failed a second time then a fail grade must be recorded for the examination.

4.6 SATISFACTORY PROGRESS IN PRACTICUM

4.6.1 GOOD STANDING IN PRACTICE [EDUCATION]

Bachelor of Education (Primary) and Graduate Diploma in Education (Secondary) students must maintain good standing throughout their professional learning experience placements. To maintain good standing in practice, students must successfully demonstrate adherence to the Code of Professional Responsibility (in a supported environment) at each practicum and satisfactory progression towards meeting the Standards for the Teaching Profession (in a supported environment) by graduation. Student progress is reviewed at the end of each practicum course by the Practicum Coordinator, the Programme Coordinator, other school faculty and administrative staff, Student Support staff and the Academic Quality Director. A student who does not maintain the required standard will be notified in writing and will be counselled towards re-establishment of good standing in practice.

4.6.1.1 PROBATION: PRACTICUM [EDUCATION]

If the required standard of teaching practice is not achieved during the semester following such advice [see Good Standing in Practice (Education)], the student will be placed on Probation: Practicum. All students are on provisional enrolment during their first semester of study and their first professional learning experience placement at Laidlaw.

4.6.1.2 SUSPENSION: PRACTICUM [EDUCATION]

If the required standard of teaching practice is not achieved and this continues on the subsequent practicum, the student may be asked to terminate their programme of study. Students may appeal this decision by presenting a written submission to the Academic Registrar.

Any misconduct that constitutes a failure to uphold the Code of Professional Responsibility (in a supported environment) while on a professional learning experience placement will result in immediate stand down from the placement, review and possible suspension from the programme [see Misconduct and Serious Misconduct]. Students may appeal this decision by presenting a written submission to the Head of Education.

5 GENERAL REGULATIONS

5.1 AWARDS OF THE COLLEGE

Every recipient of an award receives a certificate, in appropriate form, under the common seal of the Laidlaw College, stating that his or her degree, diploma or certificate has been conferred.

5.1.1 TRANSCRIPTS

One transcript (not certified) will be supplied to all students at the end of each semester and an official certified transcript will be supplied to all graduating students. Students may request additional copies, but these will incur a fee as detailed in the Laidlaw Fee Schedule.

5.1.2 GRADUATION

Graduation ceremonies are held in Auckland and Christchurch, and in collaboration with partner colleges, each year at which the awards of the previous year's graduands are conferred. Students must apply by the advertised date to graduate. Students who attend the ceremony will be required to arrange and pay for the hire of the appropriate academic dress.

Postgraduate students realistically need to allow two to three months for examination of a thesis or dissertation, and final grading. Therefore, in the ordinary course of events, final transcripts for theses or dissertations submitted before the date of graduation may not be available by the date of the graduation ceremony in that same year. Normally graduands will attend the ceremony in the year following the submission of their final research.

5.1.3 ACADEMIC DRESS

Formal academic dress is worn at the graduation ceremonies. Each Laidlaw award is allocated a distinctive hood and gown. The hood for every degree is the size and shape for Cambridge Master of Arts and is designed as follows:

Award	**Hood/Stole**
Master of Theology (MTh)	Hood - red inside and out with a black edging and a white stripe inside
Postgraduate Diploma in Theology (PGDipTh)	Hood - red on the outside, with a white edging and full black lining
Graduate Diploma in Education [Secondary] (GradDipEd)	The hood of previous degree, or stole - black inside and out, with a white edging and an emerald green stripe
Graduate Diploma in Theology (GradDipTh)	The hood of previous degree, or hood - black inside and out, with a white edging and a royal blue stripe
Graduate Certificate in Theology (GradCertTh)	The hood of previous degree, or stole - black inside and out, with a royal blue stripe
Bachelor of Counselling (BCouns)	Hood - black on the outside, with a white edging and full pale blue lining
Bachelor of Education [Primary] (BEd)	Hood - black on the outside, emerald green lining with white fur edge
Bachelor of Ministries (BMin)	Hood - black on the outside, with a white edging and full red lining
Bachelor of Teaching [Primary] (BTeach)	Hood - black on the outside, emerald green lining with white fur edge
Bachelor of Theology (BTheol)	Hood - black on the outside, with a white edging and full royal blue lining
New Zealand Diploma in Christian Studies (NZDipCS)	Stole - black inside and out, with a white edging and a red stripe
Diploma in Christian Education (DipCEd)	Stole - black inside and out, with emerald green stripe

Certificate students do not wear formal academic dress but should be dressed in formal attire for the graduation ceremony.

5.2 BIBLE VERSIONS

Students are encouraged to interact with a range of Bible translations in the course of their studies. However, Laidlaw College requires that students use either the 2011 New International Version (NIV-2011) or the New Revised Standard Version (NRSV) text of the Bible in their assignment work. These will be the Bible translations that students will use in their examinations. Therefore, Laidlaw students at all campuses will need to own or be able to access a physical copy of either one or both of these two Bible translations.

5.3 ETHICS APPROVAL

All staff and students of Laidlaw College undertaking research that involves human participation are required to ensure that their research complies with the highest ethical standards. This includes research that may be undertaken within a taught course. To this end, approval of any research that involves human participants must be submitted to the Laidlaw Ethics Committee for approval. Ethics Committee approval must be granted before any such research commences. Undergraduate research involving human participation will only be approved in exceptional circumstances.

The Ethics Committee will consist of at least five members, drawn from the academic staff with relevant research experience including a minimum of one external member. The Ethics Committee's concern will be to ensure that human rights issues are properly addressed, any potential harm is minimized and managed, informed consent has been obtained, confidentiality and anonymity will be maintained, and that all the necessary documentation to support this is in place.

It is the responsibility of both the supervisor and the researcher to be aware that certain research may need Ethics Committee approval. All documentary evidence required from the researcher, must be in place, and the approval of the ethics committee obtained before investigative procedures involving human subjects and the resultant gathering and storage of information may begin.

For further information see the Human Research Ethics Protocol by contacting the Postgraduate Administrator.

5.3.1.1 STATEMENT OF PRINCIPLES AND POLICIES ON HUMAN RESEARCH ETHICS

Applicants for Ethics Committee approval for research should complete the required forms and submit them to the chair of the Ethics Committee through the Postgraduate Administrator. Final approval of any proposal is subject to an Ethics Committee recommendation.

Any teaching and research proposals that require ethical approval must evidence:

- research or teaching merit;
- participants' informed consent which is given free from any form of coercion;
- respect for participants' rights of privacy and confidentiality;
- minimisation of the risk of harm to participants;
- special care for vulnerable participants;
- limitation of, and justification for, any use of methods involving lack of full disclosure such as 'blind' groups, 'double blind' groups, or control groups;
- appropriately qualified supervision;
- avoidance of any conflict of interest;
- respect for societies and cultures of participants;

- freedom to publish the results of research, while maintaining the anonymity of individuals;
- compliance with other standards where appropriate;
- appropriateness of remuneration where applicable.

For guidance on these issues and for an Ethics Protocol form, contact the School of Theology.

5.4 POSTGRADUATE APPEALS

If a postgraduate student or their supervisor feels that he or she is not able to establish an effective working relationship, either party may petition the Postgraduate Committee for the appointment of a new supervisor. If either the student or the supervisor feels that the student's work is not proceeding satisfactorily for reasons outside of their control, either party may, after consultation with the other, approach the Postgraduate Committee, for assistance.

If the student considers the assessment process has been inadequate or unfair, he or she may apply to the Academic Head through the Postgraduate Committee for a review of the process. If that is not satisfactory, an appeal to the Principal may be sought. In such cases, the relevant school will ensure that the issues of concern are addressed expeditiously to avoid significant loss of time in regard to the student's research or funding.

5.5 INFORMATION PRIVACY

Laidlaw College collects and stores information to comply with the requirements of:

- the Ministry of Education (student statistical returns);
- New Zealand Qualifications Authority (NZQA) (Record of Learning registration and Unit Standard outcomes);
- Tertiary Education Commission (TEC (Single Data Returns and funding requirements);
- Industry Training Organisations (funding and academic outcomes);
- Ministry of Social Development (confirmation of enrolment and academic outcomes);
- Inland Revenue Department (IRD) (student loan interest rebate);
- Department of Immigration (regarding students who are not New Zealand citizens or permanent residents); and
- Agencies who support particular students through scholarships and prizes, payment of fees or other awards (if you are a recipient of one of these awards).

Information collected on the application form may be supplied to, and sought from, other educational organisations for the purpose of verifying academic records. The information is also used to select students for programmes, to manage internal administrative processes, and for internal reporting, or to foster and enhance community life within the Laidlaw community. The Laidlaw community is defined as being students and their families, staff, board members, and support workers.

Laidlaw College collects and stores information from this form to:

- manage the business of Laidlaw College (including internal reporting, administrative processes and selection of scholarship and prize winners);

- comply with the requirements of the Education Act 1989 and other legislation relating to maintenance of records;
- supply information to government agencies and other organisations as set out below.

5.5.1 SUPPLY OF INFORMATION TO GOVERNMENT AGENCIES AND OTHER ORGANISATIONS

The student's personal details (name, date of birth and residency) as entered on the application form will be included in the National Student Index and may be used in an authorized information matching programme with the New Zealand Birth Register.

In handling data supplied by the student on the application form, the government agencies are required to comply with the provisions of the Privacy Act 2020 with the stated aim of protecting the privacy of natural persons. It requires Laidlaw College to collect, hold, handle, use and disclose personal information in accordance with the twelve information privacy principles in the Act, see www.privacy.org.nz/privacy-act.

Laidlaw College supplies data collected on the application form to government agencies, including:

- Ministry of Education (MoE)
- New Zealand Qualifications Authority (NZQA)
- Tertiary Education Commission (TEC)
- Ministry of Social Development (MSD) (in relation to student loans and allowances) and Inland Revenue (IRD) (student loans)
- New Zealand Police
- Department of Justice
- Accident Compensation Corporation (ACC)
- Immigration New Zealand (INZ) and the Ministry of Business, Innovation and Employment (MBIE) (for those who are not New Zealand citizens or permanent residents)
- Agencies who support particular students through scholarships, payment of fees or other awards (if you are a recipient of one of these awards).

These agencies use the data collected from tertiary education organisations to:

- administer the tertiary education system, including allocating funding;
- develop policy advice for government;
- conduct statistical analysis and research.

The government agencies above may supply data collected on this form to Statistics New Zealand for the purposes of integrating data with data collected by other government agencies, subject to the provisions of the Statistics Act 1975. Integrated data is used for the production of official statistics, to inform policy advice to government and for research purposes.

In signing the enrolment form, students authorise such disclosure on the understanding that Laidlaw College will observe the general conditions governing the release of information, as set out in the Privacy Act 2020 and the Post-compulsory Unique Identifier Code of Practice. Students may see any information held about them and amend any errors in that information. To do so, contact Student Services.

5.6 DISCIPLINARY PROCEDURES AND STANDARDS OF CONDUCT

In signing the enrolment contract, the student undertakes to comply with the published rules and policies of Laidlaw College with regard to attendance, academic integrity and progress, conduct and use of information systems.

If, for any reason, at any point during their study, students are found unsuited to a particular programme, then they will be counselled into an appropriate programme or may be asked to cease their studies at Laidlaw.

Any disciplinary action taken against a student will be in accordance with the principles of **natural justice**. Please refer to the State Services Commission website 'principles for natural justice' or the Ministry of Education's website Good Practice 'Part I Legal Options and Duties' for examples of natural justice.

Discipline or suspension may result from any of the following:

5.6.1 ACADEMIC MISCONDUCT

Academic misconduct may include:

- plagiarism offences such as submitting work for an assessment knowing it to be the work of another person, or failing to acknowledge the source of material in an assessment or research essay/project or thesis;
- failing to abide by the rules of the library, especially with respect to the issue of books, journals etc.;
- taking unauthorized materials into an examination, improperly obtaining knowledge of an examination paper and using that knowledge in the examination or arranging for another person to sit an examination or prepare a piece of work for submission in the place of a student.

The Academic Registrar, in consultation with the Academic Head, will consider incidents of academic misconduct. Students may appeal decisions made by presenting a written submission to the Academic Head, through the Academic Registrar.

5.6.2 MISCONDUCT AND SERIOUS MISCONDUCT

Misconduct is defined as failure to maintain proper standards of integrity, or conduct that is a threat to the security, safety or wellbeing of students or staff of Laidlaw or its stakeholder community.

Serious misconduct may include, but is not limited to harassment, abusive behaviour, assault, theft, fraud, misappropriation, willful negligence, willful disobedience or willful misconduct. The finding of serious misconduct will result in immediate suspension.

Misconduct and serious misconduct is monitored by the Student Dean at the Henderson or Campus Directors at any other location, in consultation with the Academic Head or Principal as necessary.

Laidlaw reserves the right to refuse further enrolment of students suspended under these provisions. Students may appeal decisions made by this committee by presenting a written submission to the Senior Leadership Team, through the Academic Registrar.

5.6.2.1 PROFESSIONAL MISCONDUCT AND SERIOUS MISCONDUCT FOR STUDENTS IN EDUCATION PROGRAMMES

Education students are required to adhere to the Code of Professional Responsibility for the Teaching Profession at all times during their programmes. Furthermore, Laidlaw College education students are required to immediately disclose in writing to the Head of Education anything that may negatively impact their suitability and fitness to work with children during their course of study. Any criminal charges or convictions gained during study are required to be disclosed in writing to the Head of Education within 3 days.

Should any education student demonstrate a pattern of poor conduct with regards to the values and dispositions foundational to the Code of Professional Responsibility for the Teaching Profession the student will be placed on a probationary period of one semester. Further or repeated failure to lift level of expressed commitment to these foundational expectations of conduct will result in review by the Student Review Committee. The student's eligibility to continue in the programme will be detailed in a recommendation to the Academic Dean and may result in exclusion from the programme.

Should any student be found to be in serious breach of the standards of conduct in the Code of Professional Responsibility the student will be subject to review. This review will be conducted by the Head of Education, Programme Coordinator, Practicum Coordinator and the Student Review Committee (as set out in the Laidlaw Academic Policies Manual). The principal will be notified regarding the student's eligibility to continue in the programme. Students may appeal this decision as per the guidelines under 5.6.2 Misconduct and Serious Misconduct.

5.6.2.2 PROFESSIONAL MISCONDUCT AND SERIOUS MISCONDUCT FOR STUDENTS IN COUNSELLING PROGRAMMES

Counselling students are required to adhere to the New Zealand Association of Counsellors Code of Ethics at all times during their programme. Furthermore, Laidlaw College counselling students are required to immediately disclose in writing immediately to the Head of Programme (Counselling) anything that may affect their suitability and fitness to work with children during their course of study. Any criminal charges or convictions gained during study are required to be disclosed in writing immediately to the Head of Programme (Counselling).

Should any student be found to breach the standards of conduct listed in the Laidlaw College Counselling Handbook, the student will be subject to review. This review will be conducted by the Head of Counselling, Practicum Coordinator and the Student Review Committee (as set out in the Laidlaw Academic Policies Manual). The student's eligibility to continue in the programme will be detailed in a recommendation to the Academic Dean for approval. Students may appeal this decision as per the guidelines under 5.6.2 Misconduct and Serious Misconduct.

5.7 GRIEVANCE PROCEDURES

Laidlaw is committed to providing an environment which is safe, and which is free from harassment and discrimination. Safety issues may include something that should be occurring and is not, or something not up to standard.

Harassment and discrimination may be offensive behaviour or unwanted attention. It may involve an abuse of power to disadvantage, discriminatory behaviour, or insult. Any kind of harassment is unacceptable – sexual, racial, academic, religious, or any other form of discrimination.

Structures are therefore provided within Laidlaw to address complaints from students or other interested parties.

5.7.1 ACADEMIC COMPLAINTS

For course related concerns, including teaching, grading and examinations:

- If a student has a concern relating to just one course, they should speak to the lecturer or tutor involved. If the matter remains unresolved, or if the issues relate to more than one course, the student should refer it to the Academic Head.
- If this proves unsatisfactory the matter should be referred to the National Academic Committee through the Student Representative on the Committee.
- If all these procedures do not result in a satisfactory resolution of the concern, the matter may be referred to the Principal.
- If all these procedures do not result in a satisfactory resolution of the concern, the matter may be referred to NZQA (see Appendix > Unresolved Complaints).
- If the complaint concerns an AUT qualification, information on the disputes resolution policy is available at: www.aut.ac.nz.
- If the complaint concerns an ACT qualification, information on the disputes resolution policy of ACT is available at: www.actheology.edu.au.

5.7.2 GENERAL COMPLAINTS

If the complaint relates to personal, pastoral, or community matters, they should be referred in the first instance to the Student Dean (Henderson and Distance) or the Campus Manager.

If this does not resolve the matter, the student should refer the matter to the Academic Head.

If the above avenues do not result in satisfactory resolution, students may refer their concerns to the Principal, through the Principal's Executive Assistant.

If all these procedures do not result in a satisfactory resolution of the concern, the matter may be referred to the Chairperson of the National Governing Council (see the Principal's Executive Assistant for contact details). The NGC will arrange mutually agreed moderation if necessary.

5.8 STUDENT HANDBOOKS

The Henderson, Manukau and Christchurch campuses provide orientation handbooks for students. These contain information about student life and regulations governing the campus community. These handbooks are a product of regular consultation between staff and students and are issued to students when beginning their study at Laidlaw.

The following academic handbooks are available for all students:

- Counselling Handbook
- Education Handbook
- Theology Handbook
- Postgraduate Handbook

These can be found on the Laidlaw website here: https://www.laidlaw.ac.nz/prospectus-and-handbooks/

In addition, the most up to date version of this handbook will be made available on the website and on Moodle.

6 INTERNATIONAL STUDENTS' INFORMATION AND REGULATIONS

The term 'International Student' as defined by the Ministry of Education is any foreign (non-domestic) student, i.e. a student studying on a student visa.

6.1 INTERNATIONAL STUDENT COORDINATOR

Laidlaw has appointed an International Student Coordinator to ensure that the distinctive needs of international students are catered for. The Coordinator is responsible for ensuring that Laidlaw fulfils its responsibilities under the 'The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021'. Each Laidlaw Campus has designated staff available on request to guide international students with proof reading academic work or with difficulties encountered in adjusting to living in a new country.

6.2 ADMISSIONS

International applicants should contact the Admissions Coordinator for all enquiries regarding study at Laidlaw College as an international student. Those contemplating study are required to complete the full application process online.

Applicants will be requested to nominate referees who may be asked to complete confidential reports.

Admissions Coordinator will inform the outcome of the application in writing after a decision is made by the admissions committee.

For the recommended minimum age for acceptance and other admissions regulations for each programme please see the section 2.4 Admissions Requirements.

6.2.1 INTERNATIONAL APPLICATION CLOSING DATES

International applicants should submit their application, including all documentation, before the closing dates stated on the Laidlaw website: www.laidlaw.ac.nz/apply. These dates are set in order to allow time for visa processing once accepted.

6.2.2 STUDENT VISA

The New Zealand Government requires that an international student must:

- study full-time in an approved programme;
- obtain a student visa through the nearest New Zealand embassy or consulate or through an INZ office in New Zealand before he/she can be enrolled to study at Laidlaw. This must be presented to Student Services to complete the enrolment process (before the start of each semester).

To fulfil visa requirements, international students may not undertake less than 60 credits in any semester unless they are completing a programme and are in their final semester of study. Those who wish to study part-time on a work visa must first obtain a Variation of Condition through an INZ office in New Zealand. Further details about student visas are available from the Admissions Coordinator.

6.2.3 FEES AND FINANCIAL INFORMATION

For further information on fees and other financial information, please refer to the Laidlaw Fee Schedule.

6.2.4 ENGLISH LANGUAGE REQUIREMENTS

As most tuition is given in English, applicants need to be proficient in understanding, reading, writing and speaking English. Therefore, applicants whose first language is not English are required to take an internationally recognised English language proficiency test. Laidlaw College recommends the IELTS test. Applicants must provide a copy of their test results to Laidlaw College.

6.2.5 IMMIGRATION

Full details of immigration requirements, advice on rights to employment in New Zealand while studying, and reporting requirements are available from Immigration New Zealand, and can be viewed on their website: www.immigration.govt.nz.

6.3 PREPARING TO STUDY IN NEW ZEALAND

6.3.1 ELIGIBILITY FOR HEALTH SERVICES

Most international students are not entitled to publicly funded health services while in New Zealand. If you receive medical treatment during your visit, you may be liable for the full costs of that treatment. Full details on entitlements to publicly funded health services are available through the Ministry of Health and can be viewed on their website: www.health.govt.nz.

6.3.2 MEDICAL AND TRAVEL INSURANCE

International students (including group students) must have appropriate and current medical and travel insurance while in New Zealand. Laidlaw College has made arrangements with Uni-Care for a Group Scheme to provide cover for overseas students. More information can be found on their website: www.uni-care.org.

6.3.3 ACCIDENT INSURANCE

The Accident Compensation Corporation (ACC) provides accident insurance for all New Zealand citizens, residents and temporary visitors to New Zealand, but you may still be liable for all other medical and related costs. Further information can be viewed on the ACC website: www.acc.co.nz.

6.4 THE EDUCATION (PASTORAL CARE OF TERTIARY AND INTERNATIONAL LEARNERS) CODE OF PRACTICE 2021

The Code of Practice for the Pastoral Care of International Students 2016 has been replaced with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 and came into effect on 1 January 2022.

The Code sets requirements for learner wellbeing and safety for:

a. All tertiary learners generally; and
b. Tertiary learners residing in student accommodation; and
c. International tertiary learners

The Code requires providers to foster safe and inclusive learning environments that support learner participation and engagement. Under Te Tiriti, government has an obligation to ensure that the system of supports for learner wellbeing and safety works well for Māori. The Code is monitored by NZQA as Code Administrator and a new Dispute Resolution Scheme is being created.

Laidlaw College is legally bound to implement and adhere to the Code. A full copy of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 can be found on the NZQA website.

7 GOVERNANCE AND MANAGEMENT

7.1 SENIOR LEADERSHIP TEAM

The Senior Leadership Team (SLT) provides leadership and direction to the College as a whole, including the implementation of the strategic priorities of the College. Academic matters are brought to the SLT to ensure that developments, particularly in teaching and learning are implemented in a fashion which is fully resourced and integrated with other plans National Governing Council (NGC) and SLT have for the College and environment.

7.2 NATIONAL GOVERNING COUNCIL

The National Governing Council (NGC) is the governing body of Laidlaw College. It is comprised of people committed to the vision, mission and values of Laidlaw, appointed for their stature as professionals and leaders in the fields for which Laidlaw is equipping students. The National Principal/CEO attends meetings without the power to vote. The NGC also includes a staff and a student representative, with power to vote. The NGC sets the vision of Laidlaw, guards its ethos, makes recommendations on the policies of the College, and appoints the National Principal. It meets at least four times a year.

The NGC ensures its accountability by reporting to and consulting with the following:

- Members of Laidlaw College Inc., people with an interest in and commitment to the ministry of Laidlaw;
- The Rūnanga (Māori Council), a group of Māori supporters of Laidlaw who advise on servicing Māori educational needs and incorporating Māori awareness in Laidlaw life;
- The Academic Advisory Board (AAB) has an external Chair and draws its membership from bodies such as theological seminaries, universities and polytechnics.

7.3 ACADEMIC ADVISORY BOARD

The AAB provides advice to the NGC and SLT on the academic programme and its outcomes. It advises on the academic quality of Laidlaw programmes and provides a sounding board for its user groups. The AAB advises on the effectiveness of Laidlaw's quality management systems and monitors qualifications approved by the NZQA.

7.4 NATIONAL ACADEMIC COMMITTEE

The National Academic Committee (NAC) is accountable to SLT. It is responsible for:

- the planning and formulation of academic policies and procedures for achieving Laidlaw teaching programmes;
- the formulation, implementation and assessment of learning outcomes, both for particular courses and for the various programmes offered;
- the functioning of Academic Heads who are responsible to implement the academic policies;
- reporting to teaching staff and the Academic Advisory Board on academic performance and quality control;
- It fulfils its role within the collegial context of the Academic Staff.

7.5 RŪNANGA

Since 1992, Laidlaw's commitment to the Ti Tiriti o Waitangi / Treaty of Waitangi and to the Christian imperative to contextualise the Gospel in Aotearoa New Zealand has been embodied in Te Rūnanga o Te Wananga Amorangi. The Rūnanga operates in partnership with the NGC and the College, having the right of appointment to NGC, and working at all levels of College to foster our bicultural kaupapa.

7.6 PASIFIKA COUNCIL

In 2016, a Pasifika Council was created to advise on strategic direction, pathways, programmes; and to support the development of Laidlaw Pasifika initiatives in the wider community and across the Pacific region.

8 EXTERNAL RELATIONSHIPS

8.1 ACADEMIC BODY MEMBERSHIPS

Laidlaw College is a full member of the following academic bodies:

- The New Zealand Association of Theological Schools (NZATS) - This body brings together Christian agencies that offer degree-level theological education. NZATS is, in turn, a chapter of the Australia and New Zealand Association of Theological Schools.
- The South Pacific Association of Evangelical Colleges (SPAEC) - This association, founded in 1969, links together Colleges in the region for more effective ministry in the fulfilment of common goals.
- Christian Theological and Ministries Education Sector (CTMES) - This incorporated society serves as an industry training organisation, representing the sector on matters of mutual interest.
- The Australian College of Theology (ACT) - Since 1978, Laidlaw has prepared students for awards of the Australian College of Theology (ACT). These awards currently include the Doctor of Theology and Doctor of Ministry. These awards are accredited by the Government of New South Wales.
- International Council for Evangelical Theological Education (ICETE).
- The Jerusalem University College (formerly the Institute of Holy Land Studies) - This confers certain advantages on Laidlaw academic staff and students who apply to study at the Jerusalem University College. Credits earned at the Institute may be credited, if applicable, to Laidlaw programmes.
- Quality Tertiary Institutions (QTI) - a group of leading NZ tertiary education providers, committed to innovation and excellence.
- Independent Tertiary Education New Zealand (ITENZ) - the largest Peak Body association representing Private Training Establishments (PTEs) nationwide.
- The Deane Memorial Library is a corporate member of the Library and Information Association of New Zealand Aotearoa (LIANZA) and the Australian and New Zealand Theological Library Association (ANZTLA). It is a contributing member of New Zealand Bibliographical Network Te Puna.
- The Council for Christian Colleges and Universities in Washington DC (CCCU).
- Teaching Council of Aotearoa New Zealand Matatū Aotearoa
- TEFANZ, ECANZ
- NZAC, NZCCA

8.2 KEY RELATIONSHIPS

Laidlaw College has established key partnerships with:

- Bishopdale Theological College as an approved site for delivery of Laidlaw courses and programmes.
- Equippers College as an approved site for delivery of Laidlaw courses and programmes.
- Arise Church via an agreement whereby Arise supports the distance delivery of Laidlaw courses and programmes.

- Curate Church via an agreement whereby Curate Church supports the distance delivery of Laidlaw courses and programmes.
- 24-7 Youthwork via an agreement whereby 24-7 Youthwork supports the distance delivery of Laidlaw courses and programmes.
- C3 Church via an agreement whereby C3 Church supports the distance delivery of Laidlaw courses and programmes.

9 CONTACT DETAILS

9.1 HENDERSON CAMPUS

Postal Address

Laidlaw College
Private Bag 93104
Henderson
Auckland 0650
New Zealand

Street Address

80 Central Park Drive
Henderson
Auckland 0650
Phone: +64 9 836 7800
Fax: +64 9 836 7801
Email: henderson@laidlaw.ac.nz

9.2 CHRISTCHURCH CAMPUS

Postal and Street Address

Laidlaw College Christchurch Campus
70 Condell Avenue
Papanui
Christchurch 8053
New Zealand
Phone: +64 3 354 4270
Fax: +64 3 354 4279
Email: chch@laidlaw.ac.nz

9.3 MANUKAU CAMPUS

Postal and Street Address

Laidlaw College
20A Amersham Way
Manukau
Auckland 2241
New Zealand
Phone: +64 9 905 4960 (Reception)
Email: manukau@laidlaw.ac.nz

10 STATEMENT OF FAITH

10.1 ENGLISH

Laidlaw College shall uphold the truths of the historic Christian faith, including the following items of belief:

1. There is one true God, infinite and all powerful, eternally existing in three persons, the Father, the Son and the Holy Spirit.
2. God is loving and merciful, holy and just and is the creator and sustainer of all things.
3. God has revealed himself in the Scriptures of the Old and New Testaments. All Scripture is uniquely inspired by God and is therefore wholly trustworthy and of supreme and final authority in faith and life.
4. Jesus Christ is God's only Son and God incarnate. He was conceived by the Holy Spirit, born of the Virgin Mary and lived a perfect and sinless human life. He was sent to reveal God, to proclaim the reign of God in the power of the Holy Spirit, and to accomplish God's saving purposes.
5. Christ died on the cross for our sins as our representative and substitute. God raised him from the dead through the power of the Spirit and he is exalted at the right hand of the Father, having received all authority in heaven and on earth.
6. Human beings are made in the image of God. They are created to love, worship and enjoy fellowship with God and have been entrusted with the stewardship of God's creation.
7. Through human disobedience to God, sin and death entered the world. All have sinned and are therefore guilty before God and under God's judgement. Sin separates people from God; it also brings brokenness to human relationships, disrupts the created order and distorts humanity's relationship with creation.
8. Salvation is the gift of God's grace through the death of Jesus Christ, and is available to all who repent of their sins and by faith receive him as Saviour and Lord. They are born again by the Holy Spirit, thereby becoming children of God.
9. Through the Spirit's indwelling, God's people are enabled to live holy lives and are equipped, in the fellowship of the Church, to witness and work for Christ and to glorify God in the world.
10. The Church is the community of all Christian believers, who have been formed by the Holy Spirit into one body of which the Lord Jesus Christ is the Head.
11. The Church is commissioned by Christ to bear witness to the gospel to all peoples through word, deed and sign.
12. Christ will return in power and glory to consummate God's kingdom. He will gather his people, judge the world in righteousness, and renew creation. Those outside of Christ will be raised to eternal judgement; those who belong to Christ will be raised to enjoy eternal life in God's presence.

10.2 MĀORI

Te Wananga Amorangi e u ana ki te pupuri I nga kaupapa whakapono karaitiana o nehe mai ra ano tae noa mai ki nga whakaritenga o te whakapono.

1. E kotahi ano Atua pono, e kore e taea te mehua tona ahua a wahanga katoa, tino kaharawa, oramutungakore Ia te tokotoru Tapu te Matua, te Tama me te Wairua Tapu.
2. He arohanoa te Atua, nui hoki tona atawhai, he tapu Ia, me te tika, te kaihanga me te kaiwhaka u i nga mea katoa.
3. Kua whakaatumai a te Atua i a Ia i roto i nga Karaipiture o te Kawenata Tawhito me te Kawenata Hou. Nga Karaipiture katoa e tino atahuarawa, he whakaaturanga na te Atua, koia nei te tino whakatuturutanga me te tino rangatira ara te whakaotitanga o te kaharawa i roto i te whakapono me te ora.
4. A Ihu Karaiti te Tama kotahi a te Atua ko te Atua ano Ia i whakatinanakikokikotia, i hapu mai i te Wairua Tapu Whanau ana mai i te wahina nei i a Meri, ko Ihu Karaiti Ia i noho i runga i te ngakau tapatahi a harakore hoki. I haere mai Ia ki te whakaatu mai i te kiingitanga me te kaha o te Atua i roto ano i te kaha o te Wairua Tapu na ki te whakatutuki i nga kaupapa whakaora a te Atua.
5. I mate te Karaiti i runga i te ripeka mo o tatou hara ko Ia hoki to tatou rangatira – takawaenga. Kua whakaarangia mai Ia e te Atua mai i te mate na te Kaha o te Wairua Tapu, a whakanuingia ana i te ringa matau o te Atua, kua whiwhi nei Ia i nga mana kaha katoa o te rangi o te whenua hoki.
6. Me hanga te tangata kia rite ki te a hua o te Atua, I hanga te tangata kia aroha, kia whaka moemiti a kia hari-koa i roto i te huihuitanga ki te Atua a kua hoatu ki a ia te tikanga hei kaitiaki i nga mea katoa i hanga e te Atua.
7. Na te kore whakarongo o te tangata ki te Atua ka uru mai te hara me te mate ki te Ao nei, Kua hara katoa a kua whai hara hoki i mua i te aroaro o te Atua, kua tau hoki ki raro i te whakawaa a te Atua. Na te hara ka wehea te tangata i te Atua taenoa mai ki te wawahi i te whakawhanaungatanga o tetahi ki tetahi ahakoa te ahuatanga e pa mai ana ki nga mea i hanga.
8. He taonga homai noa mai te whakaoranga a te Atua na tona arohanoa mai i roto i te mate o Ihu Karaiti e tukua mai ana kia te katoa e ripeneta ana mo o ratou hara, a ma te whakapono ka whiwhi ia i te Ariki Kaiwhakaora. Kua whanau hou ratou ra roto mai i te Wairua Tapu Koia nei ka meinga ratou he tamariki na te Atua.
9. Na te nohoroto o te Wairua ki roto i te Iwi a te Atua kua whakataungia kia noho i runga i te ora tonu Tapu a kua whakahaungia i roto i te huinga o te Hahi hei kaiwhakaatu, hei kaimahi ma te Ariki kia whakakororiatia te Atua i te Ao nei.
10. Te Hahi ko te huinga a – iwi o nga Karaitiana whakapono kua oti te hanga na te Wairua Tapu hei tinana kotahi ko te Ariki a Ihu Karaiti ko Ia te Upoko.
11. Kua oti te whakahau te Hahi e te Karaiti kia haere ki te whakaatu i te Rongopai ki nga tangata katoa i roto i te Kupu me nga mahi me nga tohu.
12. Ka hoki mai ano a te Karaiti i roto i te kaha me te kororia ki te whakau me te whakatutuki i te kororia ki te whakau me te whakatutuki i te rangatiratanga o te Atua, karangatia ana tana Iwi hei kaiwhakawa i te Ao i runga i te tika a ki te whakahou i te mea kua hang Ko nga mea kei waho i te Karaiti ka whakaarangia mo te whakaw a mutungakore e ngari ko nga mea na te Karaiti ka whakaarangia ake i roto i te hari-koa a i roto hoki i te ora mutungakore i mua ano i te aroaro te Atua.

10.3 SAMOAN

O le a taofi mau pea e le Kolisi Tusi Paia a Niu Sila aoaoga moni tumau a le faatuatuaga Kerisiano e pei ona i ai i ona po anamua, faatasi ai ma nisi nei o talitonuga:

1. E toatasi le Atua moni, e leai sona gataaga, e malosi aoao, e soifua pea e faavavau i ona peresona e tolu, o le Atua le Tama, le Alo ma le Agaga Paia.
2. E alofa mutimutivale le Atua, e paia ma amiotonu, na Ia faia mea uma lava ma o Ia lava na te faatumauina.
3. Ua faaalia mai e le Atua o Ia lava e ala mai i le Feagaiga Tuai ma le Feagaiga Fou. O le Atua lava na ia manavaina mai Lana Tusi Paia atoa uma, ma ua matua faatuatuaina e avea ma pule aoao i le faatuatua ma le ola atoa uma.
4. Iesu Keriso o le Alo e toatasi o le Atua na liu tino tagata mai. Na fanau mai o Ia e ala i le taupou o Maria na to i le mana i le Agaga Paia, sa aunoa foi o Ia ma se agasala, na atoatoa lelei Lona soifuaga faale¬tagata. Na auina mai o Ia a faaalia mai le Atua, ina ia folafolaina le pule aoao a le Atua i le mana o le Agaga Paia, ma ia faataunuuina le alofa faaola o le Atua.
5. Na maliu Iesu Keriso i le satauro ona o a tatou agasala, ina ia faia o Ia ma puluvaga ma avea ma o tatou sui. Na toe faatuina mai o Ia e le Atua i le mana o le Agaga Paia, ma ua siitia o Ia i le itu taumatau o le Tama, ina ua tuuina atu uma ia te Ia le pule aoao i le lagi ma le lalolagi.
6. Na faia tagata uma i le faatusa o le Atua. Na faia i latou ina ia alolofa, tapuai ma ia fiafia i se mafutaga mafana ma le Atua, ma na tuuina atu foi ia te latou le vaaia lelei o mea uma na faia e le Atua.
7. Ina ua le usiusitai le tagata i le Atua, na oo mai ai loa le agasala ma le oti i le lalolagi. Ua agasala tagata uma lava ma ua nofo sala i luma o le Atua ma Lana faamasinoga. Ua vavae ese mai le tagata mai le Atua ona o le agasala; ma ua faatamaia ai foi ma le nofo fealofani o tagata, ua faaleagaina ai foi le sologa lelei o mea uma na faia e le Atua, ma ua soona faataugaina ai e le tagata mea uma na faia e le Atua.
8. le ola faavavau o le mea alofa mai le alofa tunoa o le Atua, i le maliu o Iesu Keriso, ma ua avanoa lava lea mo soo se tasi e salamo moni mai ana agasala ma lona taliaina o Iesu Keriso i lona loto i le faatuatua.
9. le faatumuina o le tagata i le mana o le Agaga Paia, e mafai ai ona ola faapaiaina, tumu i le agavaa mo galuega lelei i le Ekalesia, ina ia molimau ma galue mo Keriso, ma ia viia ai le Atua i le lalolagi.
10. le Ekalesia o le mafutaga lea mo le au Kerisiano uma, o e alolofa faamaoni ia Iesu Keriso, ua tuu faatasia e le Agaga Paia e avea o se tino e tasi, ma ua aeva ai Iesu Keriso le Ao o le Ekalesia.
11. Ua faatonuina le Ekalesia ia avea ma molimau o le Tala Lelei i tagata uma o le lalolagi, e ala atu i le folafolaina o le Upu Moni, atoa ai ma galuega ma faailoga.
12. le a toe afio mai Keriso i Lona mana malosi ma Lona mamalu e faaatuina Lona malo. O le a Ia tuu faatasia uma Ona tagata, faamasinoina le lalolagi ma le amiotonu, ma toe faafouina mea uma. O e uma e leia Keriso o le a toe tutu mai i le fanoga e faavavau; a o e uma o ia Keriso o le a toe tutu mai i le olioli o le ola e faavavau i luma o le Atua soifua.

10.4 TONGAN

Kuopau ki he Kolisi Tohitapu ‘o Nu’usila ke pukepuke ‘a e ngaahi mo’oni e hisitolia ‘o e faka-Kalisitiane, kau ai mo e ngaahi me’a ko eni ‘o e tui.

1. ‘Oku taha tofu pe ‘a e ‘Otua Mo’oni, ‘oku ta’efakangatangata pea aoniu Hono malohi, ‘oku ta’engata ‘Ene mo’ui ‘i he pesona ‘e tolu, ko e Tamai, ‘Alo mo e Laumalie Ma’oni’oni.
2. Ko e ‘Otua ‘oku ‘alo’ofa mo fai meesi, ma’oni’oni mo angalelei, pea ko Ia ‘a e Fakatupu mo e Poupou ‘o e me’a kotoa pe.
3. Kuo ‘osi fakahaa’i ‘e he ‘Otua Ia ‘i he Potu Folofola kotoa pe kuo tohi ‘i he Fuakava Motu’a mo e Fuakava Fo’ou. Ko e Folofola kotoa pe ‘oku fakamanava’i tokotaha pe ‘e he ‘Otua pea ko ia ai, ‘oku matu’aki falala’anga mo ma’olunga pea ko e mafai aofangatuku ia ‘i he Tui mo e Mo’ui.
4. Ko Sisu Kalaisi ko e ‘Alo Tofutaha Ia ‘o e ‘Otua, pea hoko ai ‘a e ‘Otua ‘o tangata. Na’e tuituia ia ‘i he Laumalie Ma’oni’oni, pea ‘alo’i Ia ‘e he Taupo’ou ko Mele, pea Ne nofo ‘i he mo’ui fakaetangata ‘oku haohaoa mo ta’eangahala’ia. Na’e fekau’i mai Ia ke Ne fakahaa’i ‘a e ‘Otua, ke Ne tala ‘a e Pule ‘a e ‘Otua ‘i he mafai ‘o e Laumalie Ma’oni’oni, pea ke fakakakato ‘a e ngaahi taumu’a fakamo’ui ‘a e ‘Otua.
5. Na’e pekia ‘a Kalaisi he kolosi koe’uhi ko ‘etau ngaahi angahala ‘o Ne hoko ai ko hotau fakafofonga mo hotau fetongi. Na’e fokotu’u Ia ‘e he ‘Otua mei he mate ‘i he ivi ‘o e Laumalie pea ‘oku Ne ‘afio ‘i he nima to’omata’u ‘o e Tamai, ‘o Ne ma’u ai ‘a e mafai kotoa pe ‘i Hevani mo mamani.
6. Ko e tangata kotoa pe na’e ngaohi ia ‘i he ‘Imisi ‘o e ‘Otua. Na’e ngaohi kinautolu ke nau ‘ofa, lotu mo nau fiefia he feohi mo e ‘Otua pea kuo tuku falala mai kiate kinautolu ke nau tokanga’i ‘a e ngaahi me’a fakatupu ‘a e ‘Otua.
7. Tu’unga ‘i he talangata’a ‘a e tangata ki he ‘Otua, na’e hu mai ai ‘a e angahala mo e mate ki mamani. Kuo tau fai angahala kotoa pe pea ko ia ai, kuo tau halaia ‘i he ‘Ao ‘o e ‘Otua ‘o tau kau ai ‘i he Fakamaau ‘a e ‘Otua. ‘Oku hanga ‘e he angahala ‘o fakamavahe’i ‘a e kakai mei he ‘Otua; ‘oku ne ‘omi foki ‘a e maumau ki he ‘uu vaa fakaetangata, ‘oku ne veuki ha me’a na’e fakatupu ke maau pea ne motuhi ‘a e fe’ofa’aki ‘a e fa’ahinga ‘o e tangata mo e me’a fakatupu.
8. Ko e fakamo’ui ko e me’a’ofa ia ‘o e Kelesi ‘a e ‘Otua tu’unga ‘i he Pekia ‘a Sisu Kalaisi, pea ‘oku ‘ataa ia ki he taha kotoa pe ‘oku nau fakatomala mei he’enau ngaahi angahala, pea ‘i he ‘enau tui, ‘o nau ma’u Ia ko honau ‘Eiki mo Fakamo’ui. ‘Oku fanau’i fo’ou kinautolu ‘e he Laumalie Ma’oni’oni, pea nau hoko ai ko e fanau ‘a e ‘Otua.
9. Tu’unga ‘i he nofo’ia kinautolu ‘e he Laumalie Ma’oni’oni, ‘oku fakaivia ai ‘a e kakai ‘a e ‘Otua ke nau nofo ‘o mo’ui ma’oni’oni pea fakanaunau’i kinautolu, ‘i he feohi’anga ‘o e Siasi, ke nau fakamo’oni mo ngaue ma’a Kalaisi pea fakalangilangi’i ‘a e ‘Otua ‘i mamani.
10. Ko e Siasi ko e Fakataha’anga ia ‘o e kau Kalisitiane tui kotoa pe, kuo fokotu’u ia ‘e he Laumalie Ma’oni’ioni ki he sino pe ‘e taha, ‘a ia ko e ‘Eiki ko Sisu Kalaisi ‘a e ‘Ulu.
11. ‘Oku fakamafai’i ‘a e Siasi ‘e Kalaisi ke hoko ko e fakamo’oni ki he Kosipeli, ki he kakai kotoa pe ‘i he lea, ngaue mo e faka’ilonga.
12. ‘E toe foki mai ‘a Kalaisi ‘i he malohi mo e kololia ke fakakakato ‘a e Pule’anga ‘o e ‘Otua. Te Ne fakatahataha’i Hono kakai, fakamaau’i ‘a mamani ki he ma’oni’oni, pea fakafo’ou honau ngaohi. Ko kinautolu ‘oku ‘ikai ‘o Kalaisi kinautolu, ‘e tauhi kinautolu ki he fakamaau ta’engata; ko kinautolu ‘oku nau kau mo Kalaisi, ‘e tauhi kinautolu ke nau fiefia ‘i he Mo’ui Ta’engata ‘i he lotolotonga ‘o e ‘Otua.

10.5 KOREAN

믿음 신조

뉴질랜드 바이블 칼리지는 아래의 믿음의 사실들을 포함한 전통기독교 믿음의 진리를 지지한다.

1. 하나님은 오직 한분으로 전능하시고 무한하시며 성부 성자 성령의 삼위로 영원히 존재하신다.

2. 하나님은 사랑과 자비 그리고 거룩과 공의로우신 창조자이시고 모든 것들을 운행하신다.

3. 하나님은 스스로 구약과 신약에 계시되어 있으시다. 모든 성경은 유일하게 하나님의 감동으로 지어졌으므로 모두 믿을만 하며 믿음과 생활에 최고의 권위를 갖는다.

4. 예수 그리스도는 하나님의 독생자시며 육신으로 오신 하나님이시다. 그는 성령으로 잉태하여 동정녀 마리아에게서 태어나셨으며 죄가 없으신 완전한 인간의 삶을 사셨다. 그는 성령의 능력으로 하나님의 통치를 선포하고 하나님의 구원의 목적을 성취하기 위하여 보내신 하나님의 나타나심이다.

5. 그리스도는 우리의 죄를 위하여 모범과 대속으로 십자가에서 죽으셨다. 하나님께서 성령의 능력으로 그를 죽음에서 살리사 하나님의 우편에 앉히시고 하늘과 땅의 모든 권세를 갖게 하셨다.

6. 인간은 하나님의 형상을 따라 지음을 받았다. 그들은 하나님을 섬기고 사랑하고 교제하도록 지어졌으며 하나님의 창조물을 관리하도록 위임 받았다.

7. 인간의 하나님에 대한 불순종으로 죄와 죽음이 세상에 들어왔다. 모두가 죄인이므로 하나님앞에 유죄이고 그 심판 아래 있다. 죄는 사람들을 하나님으로 부터 분리하고 또한 사람들 사이의 관계도 깨어지게 하였으며 창조의 질서를 깨고 창조물과 인간과의 관계도 파괴되게 하였다.

8. 구원은 예수그리스도의 죽음을 통해 주어진 하나님의 은혜의 선물이며 그를 자신의 구원자와 주로 믿음으로서 받아들이고 자신들의 죄에서 회개하는 모든자에게 가능하다. 그들은 성령으로 거듭나므로 하나님의 자녀가 된다.

9. 성령의 임재함을 통하여 거룩한 삶을 살수 있으며 세상속에서 하나님을 영화롭게 하고 그리스도를 위해 일하고 증거하며 성도의 교제를 할수 있는 준비를 갖추게 된다.

10. 교회는 성령에 의하여 예수 그리스도를 머리로 하는 한몸을 이루는 신도들의 공동체이다.

11. 교회는 모든 사람들에게 말과 행동과 증거로 복음을 증거하기 위하여 그리스도에 의해 파송되었다.

12. 그리스도는 영광과 능력으로 하나님의 나라를 완성하기 위하여 다시오실 것이다. 그는 그의 백성을 모으시고 의로 세상을 심판하시고 창조물을 새롭게 하실 것이다. 그리스도 밖에 있는 자들은 영원한 심판앞에 서게 될것이며 그리스도에게 속한 자들은 하나님과 함께 영원한 생명을 누리게 될것이다.

APPENDICES

A GUIDELINES FOR WRITTEN ASSIGNMENTS

A.1 SUBMISSION OF ASSIGNMENTS

Laidlaw College requires the electronic submission of assignments (by upload to the Moodle online system) ***except*** in the case of assignments that are designed to be submitted manually (e.g. portfolios of work, tests, exams, assignments where it is impractical to upload them electronically). In such cases the relevant lecturer will advise students when manual submission is to be undertaken.

A.1.1 ELECTRONIC SUBMISSION OF ASSIGNMENTS

Instructions for uploading assignments into Laidlaw's online learning management system, Moodle, are available from Moodle, https://learn.laidlaw.ac.nz/. Support is also available from the IT Helpdesk. It is the student's own responsibility to ensure that assignment work is not lost. Students must save all their assignments and back them up: either on the cloud, or on a flash drive, or with some other method, in case of computer malfunction or the loss of the assignment. We recommend also that they retain a hard copy (a print out) of the assignment for themselves.

Note that all uploaded assignments are automatically checked for plagiarism (copying) through the Turnitin.com service (see also section A.2 below).

A.1.2 ASSIGNMENT DUE DATES

It is expected that students will submit their assignments by the due date. Assignments handed in past their due dates, without properly granted extensions, will result in grade penalties. Extensions may be applied for using the online form on the relevant course Moodle page. Please see section 4.4.3 regarding the penalties for lateness and for details on applying for extensions.

A.2 PLAGIARISM

Students are expected to acknowledge the source of ideas and expressions used in their written work (using the appropriate citation conventions, see section A.3.4. This is not only an indication of academic honesty but also a courtesy enabling the marker to consult sources with ease. Deliberate failure to do so may constitute plagiarism, and will be dealt with as outlined in the "General Information and Regulations".

In submitting an assignment for evaluation, a student is declaring that:

- The work is his/her own, and that it has not been previously submitted at Laidlaw College or another institution in NZ or overseas.
- Four or more words that are copied from another piece of writing, including published material, websites and the work of other students, must be enclosed in quotation marks (" ") and the source noted appropriately. Where significant ideas are borrowed from other sources, these too must be acknowledged. If you are in doubt as to whether material needs acknowledgement, consult your lecturer, the library staff, or academic support staff.

All online submission points contain the following declaration which students must agree to before submitting the assignment:

A.2.1 DISCLAIMERS OF PLAGIARISM AND COLLUSION

This assignment is my own work, except where I have acknowledged the use of the works of other people, or where collaboration has been authorised by the course teacher.

I have not sought prior knowledge of the contents of time-limited assignment questions (e.g. exams) and will not share details of such assignments with others.

A.3 LENGTH AND PRESENTATION

Style and format are important elements of the assignment. In addition, careful attention should be given to spelling, grammar and punctuation.

A.3.1 LENGTH

For all assignments, the length of the assignment has been chosen with care and should be adhered to by the student. Any variation in length of more or less than 10% will incur a penalty 10% off the grade received. An assignment whose word-length is considerably outside these margins may be returned for re-submission. Upon resubmission a penalty 10% off the grade received is incurred. In calculating the number of words in an assignment, the bibliography, footnotes and very long quotations should be excluded, but in-text citations and appendices should be included. However, for undergraduate students, footnotes should not exceed 25% of the number of words in the text.

A.3.2 PAGE LAYOUT

Unless you are otherwise instructed by your lecturer or tutor or by specific assignment instructions, written assignments should be presented in Microsoft Word format, in a black 11 or 12-point standard font. Set up pages as portrait A4.

School of Theology students: You should use 1.5-line spacing. Your assignments should have a heading stating your name, student ID number, and your assignment name. If you are using Hebrew or Greek script, use the Cardo font for it.

A.3.3 ADDITIONAL STYLE REQUIREMENTS FOR SCHOOL OF SOCIAL PRACTICE STUDENTS

The School of Social Practice follows the style guide standards set by the American Psychological Association (APA) for all assignments, research, and published materials. APA is a commonly accepted formatting style for the Social Sciences (e.g. Counselling), and it provides a global uniform style for reading and for presenting one's work.

All assignments should have a header stating your name, student ID number, and the finished word count. Give your assignment a title, and remember to include an introduction and conclusion.

For the **body of your assignment:**

- Double space the entire document (including the reference page).
- Indent the first line of each new paragraph

- Align the text to the left-hand margin, leaving a 'ragged' right margin, and have margins of 1" or 2cm.
- If you use headings within your paper:
    - Level 1 is centred, boldface, and title case (upper case at the start of each word and lower case for the rest)
    - Level 2 is flush left, boldface, and title case
    - Level 3 is indented within the text, boldface, title case, and ends with a full stop

Other notes

- The title of your paper is placed at the top of the page where your text begins, and is centred. It is not a Level 1 heading, therefore it is not in boldface.
- The introduction does NOT need a heading.
- The title for your reference page is placed at the top of the page where your references begin, and is centred. It is not a Level 1 heading, therefore it is not in boldface.

A.3.4 REFERENCING

The reason we reference (= cite) sources is because it honours people's voices and their work; it gives credit to the originator of ideas we use in our work. Referencing positions us in the conversation or discussion. It shows that we have researched and used sources to create a solid argument in our work. Referencing also allows for the facts (or thoughts) we have presented to be checked by our readers because it leads our readers back to the sources we used. It also avoids plagiarism.

Students enrolled in School of Social Practice qualifications should use the APA Referencing system detailed in section 0.

Students enrolled in School of Theology qualifications should use the 'SBL (Society of Biblical Literature) style' system for footnotes and bibliography, detailed in section A.4.

However, note that Theology students need not follow the strict formatting given in the handbooks above for the formatting of the *body* of their essay.

A.3.5 QUOTATIONS

All quotations must be cited using the appropriate bibliographic style.

Quotations of five or more lines should be a separate, indented paragraph. Such quotations should be single-spaced, without quotation marks.

Quotations appearing within the body of the essay should appear within double quotation marks ("..."), and quotations within quotations should appear in single quotation marks ('...').

All quotations should be accurately reproduced, including original spelling, punctuation and abbreviations. Retain the emphasis (italics, bold, underline) of the original. If this is altered, the student must indicate this in the referencing, e.g., (Italics mine).

A quote may be modified to fit into your sentence in various ways. You may add a final full stop or a final comma as required without comment. For textual studies, if you need to capitalise or make lower case, enclose the changed letter in square brackets; for other quotations it is not necessary. Indicate using

square brackets where a quotation has been modified to give context or make the quote fit grammatically into the essay. For example:

“For what I [Paul] received I passed on to you as of first importance” (1 Cor 15:3).

If it is desirable to omit several words from the original text (normally to shorten the quote), such an omission is indicated by three dots that are separated, preceded and followed by single spaces. If the omission misses out sentence endings, add an extra dot. If it includes the end of a sentence, but not immediately after it, add a full stop with no gap after the first sentence. The remaining words must both make sense and be true to the intent of the original.

For example:

“Beyond question, evangelical intellectual life is being strengthened by developments in these six areas. Yet when assessing the current situation, realism is also required, as well as precision about what is actually taking place.”

could become:

“[E]vangelical intellectual life is being strengthened by developments in these six areas. . . . [But] realism is also required.”

If the original quote is misspelled and the misspelling reveals something of your source or is useful for your argument (not simply a typography error, which you can correct without comment), you can include *sic* in square brackets after the misspelling. For example:

“I warn’t [*sic*] too drunk to get there.”

A.3.6 NON-DISCRIMINATORY LANGUAGE

Languages are constantly changing and developing, so it is important to be alert to forms of speech that have acquired exclusive or discriminatory meanings or connotations. Make an effort in both written and oral presentations to use inclusive and non-discriminatory terms.

For example, the terms "man", "men", "mankind", and the masculine pronoun "he", are no longer acceptable as *generic* terms (i.e., terms for people irrespective of gender). These terms now carry exclusive (i.e., male-only) connotations for many. Inclusive substitutes, such as "human being", "human", "humanity", "humankind", "peope", "person", etc., should therefore be used. Alternatives to “he” include the use of both gender pronouns together ("he/she", "s/he", "his/her", "himself/herself"), recasting the sentence in the plural ("they", "their"), use of the formal impersonal pronoun ("one/one's"), or use of the passive voice.

In direct quotations from other sources, the exact language of the source should still be quoted verbatim (exactly as written), even if discriminatory. For example,

“I warn’t too drunk to get there; but when they told me there was a State in this country where they’d let that nigger vote, I drawed out.”

A.3.7 ABBREVIATIONS

A.3.7.1 COMMON GENERAL ABBREVIATIONS

Essays should not include contractions such as: don’t, won’t, shouldn’t, can’t, aren’t, etc., replacing them with the full: do not, will not, should not, cannot, are not.

Contractions should not be followed by a full stop, unless they end a sentence:

Mr Mrs Ms Dr Rev 2nd 3rd PhD

The full stop is normally omitted in references to widely used terms, such as:

NT OT MT IVP RSV NIV *TDNT*

A.3.7.2 BIBLICAL BOOKS

Citations of Biblical books beginning a sentence and without chapter and verse references should be spelled out fully. Those with chapter and verse should be abbreviated as below. This is required regardless of whether the citations occur in the text body or footnotes, in the sentence structure or in parentheses. For example:

Isaiah states that it is "the vision of Isaiah son of Amoz" (Isa 1:1), but Isa 1:2 says to its audience, "Hear...".

OT	**Old Testament**
Gen	Genesis
Exod	Exodus
Lev	Leviticus
Num	Numbers
Deut	Deuteronomy
Josh	Joshua
Judg	Judges
Ruth	Ruth
1-2 Sam	1-2 Samuel
1- 2 Kgs	1-2 Kings
1-2 Chr	1-2 Chronicles
Ezra	Ezra
Neh	Nehemiah
Esth	Esther
Job	Job
Ps/Pss	Psalms
Prov	Proverbs
Eccl (or Qoh)	Ecclesiastes (or Qoheleth)
Song (or Cant)	Song of Songs (or Canticles)
Isa	Isaiah
Jer	Jeremiah
Lam	Lamentations
Ezek	Ezekiel
Dan	Daniel
Hos	Hosea
Joel	Joel
Amos	Amos
Obad	Obadiah
Jonah	Jonah
Mic	Micah
Nah	Nahum
Hab	Habakkuk
Zeph	Zephaniah
Hag	Haggai
Zech	Zechariah
Mal	Malachi

NT	**New Testament**
Matt	Matthew
Mark	Mark
Luke	Luke
John	John
Acts	Acts
Rom	Romans
1-2 Cor	1-2 Corinthians
Gal	Galatians
Eph	Ephesians
Phil	Philippians
Col	Colossians
1-2 Thess	1-2 Thessalonians
1-2 Tim	1-2 Timothy
Titus	Titus
Phlm	Philemon
Heb	Hebrews
Jas	James
1-2 Pet	1-2 Peter
1-2-3 John	1-2-3 John
Jude	Jude
Rev	Revelation

Other notes about using Biblical references

- There is no full stop after the book abbreviation.
- Single references should remain in-text, strings of references should be put in a footnote.
- There is no space after the colon: Rom 3:15 (not Rom 3: 15).
- There is a space after the book number: 1 Cor (not 1Cor).
- Strings of references are separated with commas within the same chapter, or semicolons otherwise and ending in a full stop: Gen 1:1-2, 6; 2:1; Ps 8:4; John 1:1, 15.
- Chapter or verse number referenced without the book in the immediate context should have 'chapter' or 'verse' spelled out. E.g. "In chapter 3 we see that…"

A.3.8 NUMBERS

A.3.8.1 GENERAL RULE

If you use only a few isolated numbers:

- Spell out numbers in words from one through one hundred, and use numerals thereafter, e.g. forty-five; 4,567.
- Use numerals for percentages and decimals, but spell out 'percent', e.g. 0.2 or 20 percent.
- Spell out numbers if they begin a sentence, even long numbers. In this latter case, leave out 'and': e.g. instead of 520, write "Five hundred twenty…"
- Spell out round numbers (hundred, thousand …) e.g. three million. Here numerals and round numbers can be mixed, e.g. 52 million.
- Spell out currency when the number is spelled out, otherwise not, e.g. five dollars, $245 trillion.

For several numbers in one sentence, or if you are presenting numerical data, use numerals, with currency and percentage signs.
E.g. "About 20% of the growth came from $3.4b of US foreign aid."

A.3.8.2 LINE, VERSE, PAGE, CHAPTER AND SECTION REFERENCES

These are presented using numerals without commas, e.g. chapter 21, section 5, page 1356.

For citing inclusive references, either of the following is acceptable:

a) Use all digits, e.g. 3-10, 71-72, 96-117, 1115-1123.

b) The second number can be changed only in the part it differs from the first number, e.g. 123-5, 601-13, 1922-33. Except use all digits for when:

- The numbers are less than 100, e.g. 45-48.
- The first number is in multiples of 100, e.g. 200-204.
- Three digits change in a four digit number, e.g. 1391-1572.

A.3.9 GREEK AND HEBREW FONTS

The Tyndale Unicode font kit is recommended by the College for typing Greek and Hebrew characters and accents. This free installation kit includes a Greek and Hebrew keyboard mapping, and the Cardo font. For Hebrew, these allow vowel pointing and Masoretic punctuation; for Greek they allow breathing marks, accents and ancient forms. The installation kit can be accessed from the Tyndale website: (https://academic.tyndalehouse.com/unicode-font-kit). Please note that the Right to Left language feature needs to be activated before the Hebrew font is installed. Full instructions can be found on the Tyndale website.

English transliterations of Greek and Hebrew words should be typed in *italics*, in the same way as other foreign language terms.

A.4 SBL FOOTNOTE AND BIBLIOGRAPHIC STYLE

This bibliographic style is required for School of Theology students.

When writing assignments, use a standard font, size **11** or **12**, set the line spacing as **1.5** with MS Word default settings and margins. **Assignments should have a heading stating your name, student ID number, and assignment name**.

The length of all assignments has been chosen with care and should be adhered to by students. Any variation in length of more or less than 10% will incur a penalty in the grading of the format criteria. An assignment whose word count is considerably outside these margins may be returned for resubmission. **In calculating the number of words in an assignment, the bibliography is excluded. Footnotes are counted separately and can be up to 25% of the assignment's word count.**

More information about assignments is available on Moodle. Go online to Moodle/ Studying@Laidlaw / Academic Rules and Regulations and open the ***General Rules and Regulations*** document. Appendix A outlines the regulations on non-discriminatory language, how and when to abbreviate the names of biblical books, and how to include numbers in your assignments.

Long and Short Quotations

- If the quote is short (four lines or less) then it can be incorporated into a sentence or paragraph framework without disrupting the flow of the text. Use double quotation marks at the beginning and end of the quotation and adopt the same spacing as the rest of the text. The footnote reference number is to be placed at the end of the quote.
- If the quote is long (more than five lines), then it must be separated from the main text by a blank line above and below and indented from the left margin (use the TAB key) to show it is a quote. It will be the same font and size of font as the main text , use no quotation marks at the beginning or end of the quotation, include a footnote reference and use a colon to follow the words of the introductory sentence.
- If it is desirable to omit several words from the original text (normally to shorten the quote), such an omission (ellipsis) is indicated by a space and then three dots followed by a space (" … "). The remaining words must both make sense and be true to the intent of the original.

    - *Instead of:* "He arrived from England in his early childhood to the New Zealand coasts, and having spent a lifetime in medical service, was doomed never to return."

    - *You write:* "He arrived from England in his early childhood ... never to return."

Examples of Note and Bibliographic style.

Follow the examples below precisely. Be sure to check the correct order of author(s) name, use of capitals, italics, punctuation marks, numbering, and indenting. Note the differences in footnote (**N**) and bibliography (**B**) formatting.

Treat all **footnotes** like sentences; begin with a capital letter and end with a full-stop. Insert the footnote superscript after all other punctuation marks generally at the end of the sentence. If you cite a resource more than once, the footnote can be shortened after the first instance. See below for formatting **subsequent notes**. Treat all items in your **bibliography** like fragments; put full stops between each element.

Be attentive to the type of resource you are citing. Some resources, like journal articles and chapters from books, require a page range to be included in the **bibliography**, but a single page number in the **footnote**. An example bibliography is included at the end of this document.

A Book by a Single Author

Format:
N – Author's First Name(s) Surname, *Title* (Place of Publication: Publisher Name, Year Published), Page Number.
B – Author's Surname, First Name(s). *Title.* Place of Publication: Publisher Name, Year Published.

N - 15. Charles H. Talbert, *Reading John: A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles* (New York: Crossroad, 1992), 22.

Subsequent Note - 19. Talbert, *Reading John,* 22.

B - Talbert, Charles H. *Reading John: A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles.* New York: Crossroad, 1992.

A Book by Two or Three Authors

Format:
N – Author's First Name(s) Surname and Author's First Name(s) Surname, *Title* (Place of Publication: Publisher Name, Year Published), Page Number.
B – Author's Surname, First Name(s), and Author's First name(s) Surname. *Title.* Place of Publication: Publisher Name, Year Published.

N – 4. James M. Robinson and Helmut Koester, *Trajectories through Early Christianity* (Philadelphia: Fortress, 1971), 23.

Subsequent Note – 12. Robinson and Koester, *Trajectories through Early Christianity,* 23.

B – Robinson, James M., and Helmut Koester. *Trajectories through Early Christianity*. Philadelphia: Fortress, 1971.

A Book by More Than Three Authors

If a work is by more than three authors, in the footnote you can simply list one and "et al." to indicate additional authors. All names should be listed in the bibliographical entry, however.

Format:
N – Author's First Name(s) Surname et al., *Title* (Place of Publication: Publisher Name, Year Published), Page Number.
B – Author's Surname, First Name(s), Author's First Name(s) Surname, Author's First Name(s) Surname, and Author First Name(s) Surname. *Title.* Place of Publication: Publisher Name, Year Published.

N - 7. Bernard Brandon Scott et al., *Reading New Testament Greek* (Peabody: Hendrickson, 1993), 42.

Subsequent Note - 9. Scott et al., *Reading New Testament Greek,* 42.

B - Scott, Bernard Brandon, Margaret Dean, Kristen Sparks, and Frances LaZar. *Reading New Testament Greek.* Peabody: Hendrickson, 1993.

Book in a Series (Bible Commentaries, etc.)

Format:
N - Author's First Name(s) Surname, *Title,* Series Name (Place of Publication: Publisher Name, Year Published), Page Number.
B – Author's Surname, First Name(s). *Title.* Series Name. Place of Publication: Publisher Name, Year Published.

N – 42. John Stott, *The Message of Acts: To the Ends of the Earth*, 2nd ed., The Bible Speaks Today (Leicester: Inter-Varsity, 1991), 223.

Subsequent Note – Stott, *The Message of Acts*, 223.

B – Stott, John. *The Message of Acts: To the Ends of the Earth,* 2nd ed. The Bible Speaks Today. Leicester: Inter-Varsity, 1991.

Authored Chapter in an Edited Book

Format
N – Author's first name(s) surname, "Chapter Title," in *Book Title,* ed. Editor's first name(s) surname (Place of Publication: Publisher Name, Year Published), Page Number.
B – Author's surname, first name(s). "Chapter Title." Chapter Page Range in *Book Title*. Edited by Editor's first name(s) surname. Place of Publication: Publisher Name, Year Published.

N – 56. Kevin J. Vanhoozer, "The Reader in New Testament Interpretation," in *Hearing the New Testament: Strategies for Interpretation,* ed. Joel B. Green (Grand Rapids: Eerdmans, 1995), 301–328.

Subsequent Note – Vanhoozer, "The Reader in New Testament Interpretation," 301.

B - Vanhoozer, Kevin J. "The Reader in New Testament Interpretation." Pages 301–328 in *Hearing the New Testament: Strategies for Interpretation*. Edited by Joel B. Green. Grand Rapids: Eerdmans, 1995.

An Article in an Encyclopedia or a Dictionary

Format:
N – Author's first name(s) surname, "Article Title," *Dictionary/Encyclopaedia Name* Volume: Page Number.
B – Author's surname, first name(s). "Article Title." *Dictionary/Encyclopaedia Name* Volume: Article Page Range.

N - 33. Krister Stendahl, "Biblical Theology, Contemporary," *The Interpreters Dictionary of the Bible* 1:418–32.

Subsequent Note - 36. Stendahl, "Biblical Theology," 1:419.

B - Stendahl, Krister. "Biblical Theology, Contemporary." *The Interpreters Dictionary of the Bible* 1:418–32.

A Titled Volume in a Multivolume Work

Format
N – Author's first name(s) surname, *Volume Title*, vol. number of *Multivolume Title,* ed. Editor's first name(s) surname (Place of Publication: Publisher Name, Year Published), Page Number.
B – Author's surname, first name(s). *Volume Title*. Vol. number of *Multivolume Title.* Edited by Editor's first name(s) surname. Place of Publication: Publisher Name, Year Published.

N – 41. John Goldingay, *Psalms 1-41,* vol. 1 of *Psalms,* ed. Tremper Longman III (Grand Rapids, MI: Baker Academic, 2006), 76.

Subsequent Note – 42. Goldingay, *Psalms 1-41,* 78.

B - Goldingay, John. *Psalms 1-41.* Vol. 1 of *Psalms.* Edited by Tremper Longman III. Grand Rapids, MI: Baker Academic, 2006.

A Book with an Editor rather than an Author

Format:
N – Editor's first name(s) surname, ed., *Title* (Place of Publication: Publisher Name, Year Published), Page Number.
B – Editor's surname, first name(s), ed. *Title.* Place of Publication: Publisher Name, Year Published.

N - 5. Jeffrey H. Tigay, ed., *Empirical Models for Biblical Criticism* (Philadelphia: University of Pennsylvania Press, 1985), 38.

Subsequent Note - 9. Tigay, *Empirical Models,* 38.

B - Tigay, Jeffrey H., ed. *Empirical Models for Biblical Criticism.* Philadelphia: University of Pennsylvania Press, 1985.

A Book with more than One Editor

Follow the pattern for multi-author books. Use the editors' names in the format above.

A Journal Article

Format:
N – Author's first name(s) surname, "Article Title," *Journal Name* Volume Number (Year): Page Number.
B – Author's surname, first name(s). "Article Title." *Journal Name* Volume Number (Year): Article Page Range.

N - 7. Blake Leyerle, "John Chrysostom on the Gaze," *Journal of Early Christian Studies* 1 (1993): 161.

Subsequent Note - 23. Leyerle, "John Chrysostom," 161.

B - Leyerle, Blake. "John Chrysostom on the Gaze." *Journal of Early Christian Studies* 1 (1993): 159–74.

An Article in a Magazine

Note that issue numbers are included in the below references because the issues of vol. 24 are paginated separately rather than consecutively.

Format:
N – Author's first name(s) surname, "Article Title," *Journal Name* Volume. Issue Number (Year): Page Number.
B – Author's surname, first names(s). "Article Title." *Journal Name* Volume. Issue Number (Year): Article Page Range.

N - 8. Anthony J. Saldarini, "Babatha's Story," *BAR* 24.2 (1998): 28.

Subsequent Note - 27. Saldarini, "Babatha's Story," 28.

B - Saldarini, Anthony J. "Babatha's Story." *BAR* 24.2 (1998): 28–33, 36–37, 72–74.

An Edition Other than the First

Format:
N – Editor's first name(s) surname, ed., *Title,* edition number (Place of Publication: Publisher Name, Year Published), Page Number.
B – Editor's surname, first name(s), ed. *Title,* edition number. Place of Publication: Publisher Name, Year Published.

N - 87. James B. Pritchard, ed., *Ancient Near Eastern Texts Relating to the Old Testament*, 3rd ed. (Princeton: Princeton University Press, 1969), xxi.

Subsequent Note – 87. Pritchard, *Ancient Near Eastern Texts,* xxi.

B - Pritchard, James B., ed. *Ancient Near Eastern Texts Relating to the Old Testament*. 3rd ed. Princeton: Princeton University Press, 1969.

N - 56. Joseph Blenkinsopp, *A History of Prophecy in Israel*, rev. and enl. ed. (Louisville: Westminster John Knox, 1996), 81.

B - Blenkinsopp, Joseph. *A History of Prophecy in Israel*. Rev. and enl. ed. Louisville: Westminster John Knox, 1996.

Electronic Books

Books available for download from a library or bookseller are generally available in two main formats: PDF e-books and editions for e-readers, such as Kindle, iPad, and Nook. **If citing a PDF e-book that is identical in all respects to the print edition, it is not necessary to indicate the format consulted.** However, because other electronic formats do not conform in all respects to the print edition, in those cases authors must indicate the format consulted. If the source does not have page numbers, include a chapter or section number in the citation, as in the example footnotes below.

Format:
N – Author's first name(s) surname, *Title* (Place of Publication: Publisher Name, Year Published), EBook Type edition, section number or chapter.
B – Author's surname, first name(s). *Title.* Place of Publication: Publisher Name, Year Published. EBook Type edition.

N – 14. Henning Graf Reventlow, *From the Old Testament to Origen*. Vol. 1 of *History of Biblical Interpretation*, trans. Leo G. Perdue (Atlanta: Society of Biblical Literature, 2009), Nook edition, ch. 1.3.

Subsequent Note – 18. Reventlow, *From the Old Testament to Origen*, ch. 1.3.

B – Reventlow, Henning Graf. *From the Old Testament to Origen*. Volume 1 of *History of Biblical Interpretation*. Translated by Leo G. Perdue. Atlanta: Society of Biblical Literature, 2009. Nook edition.

N – 3. Jacob L. Wright, *David, King of Israel, and Caleb in Biblical Memory* (Cambridge: Cambridge University Press, 2014), Kindle edition, ch. 3, "Introducing David."

Subsequent Note – 21. Wright, *David, King of Israel*, ch. 3, "Introducing David."

B – Jacob L. Wright, *David, King of Israel, and Caleb in Biblical Memory*. Cambridge: Cambridge University Press, 2014. Kindle edition.

Websites

Include as much information as you can when referencing websites. In the example below, an author was not identified by the website, so this has been omitted from the reference. If there is an author, put their name first like normal.

Format:
N – "Article Title," Author's first name(s) surname, Owner, URL.
B – "Article Title." Author's first name(s) surname. Owner, URL.

N – 10. "The One Hundred Most Important Cuneiform Objects," CDLI:wiki, http://cdli.ox.ac.uk/wiki/doku.php?id=the_one_hundred_most_important_cuneiform_objects .

Subsequent Note – "The One Hundred Most Important Cuneiform Objects."

B – "The One Hundred Most Important Cuneiform Objects." CDLI:wiki, http://cdli.ox.ac.uk/wiki/doku.php?id=the_one_hundred_most_important_cuneiform_objects.

Blogs

Blog entries may be omitted from the bibliography, only a footnote is required.

Format:
N – Author's first name(s) surname, "Article Title," *Blog Name,* Date Published, URL.

N - 3. Mark Goodacre, "Jesus' Wife Fragment: Another Round-Up," *NT Blog*, 9 May 2014, http://ntweblog.blogspot.com.

Subsequent Note – Goodacre, "Jesus' Wife Fragment."

Unpublished Works (Lecture Notes, etc.)

Format:
N – Author, "Course Number Name Lecture Notes, Week" (Provider, Location, Date Delivered, Year), Page Number.
B – Author. "Course Number Name Lecture Notes, Week." Provider, Location, Date Delivered, Year.

N – 1. Alistair W. Donaldson, "115.515 Biblical Theology Lecture Notes, Week 1" (Laidlaw College, Christchurch, 23 February 2015), 4.

Subsequent Note – Donaldson, "Week 1," 4.

B - Donaldson, Alistair W. "115.515 Biblical Theology Lecture Notes, Week 1." Laidlaw College, Christchurch, 23 February 2015.

Films

For some films it may be appropriate to have the name of a streaming platform in place of the production house, e.g., Netflix.

Format:
N – Director's First name(s) Surname, dir., "Chapter Title," in *Title of Movie*, Production House, Year Released.
B – Director's Surname, First name(s), dir. *Title of Movie*. Production House, Year Released.

N – 72. Martin Scorcese, dir., "Scene Where Something Cool Happens," in The Aviator, Forward Pass, 2004.

Subsequent Note – "Scene Where Something Cool Happens."

B – Scorcese, Martin, dir. *The Aviator*. Forward Pass, 2004.

Videos

Format:
N – "Title of Video," by Creator's First name(s) Surname, Date Published, Format, Time Stamp, URL.
B – "Title of Video." By Creator's First name(s) Surname. Date Published. Format. URL.

N – 5. "Lang Lang: The Chopin Album," interview by Jeff Spurgeon, October 15, 2012, video, 54:47, https://youtu.be/1d8xv1HHKtI.

Subsequent Note – "Lang Lang," 54:47.

B – "Lang Lang: The Chopin Album." Interview by Jeff Spurgeon. October 15, 2012. Video. https://youtu.be/1d8xv1HHKtI.

Conference Paper

Format:
N – Author's First name(s) Surname, "Title of Paper," in *Conference Report Name* (presented at the Conference Name, Place, Organiser, Year), Page Number.
B – Author's Surname, First name(s). "Title of Paper." In *Conference Report Name* (presented at the Conference Name, Place, Organiser, Year).

N – 23. Amanda Millar, "Beyond Retribution: Advancing the Law and Order Debate," in *PFNZ National Conference 2006 Report* (presented at the PFNZ National Conference, Upper Hutt: Prison Fellowship of New Zealand, 2007), 1.

Subsequent Note – 24. Millar, "Beyond Retribution," 1.

B – Millar, Amanda. "Beyond Retribution: Advancing the Law and Order Debate." In *PFNZ National Conference 2006 Report* (presented at the PFNZ National Conference, Upper Hutt: Prison Fellowship of New Zealand, 2007).

Secondary Source of Quotation

If the author (A) you are reading quotes another author (B) in their work, you can reference that quoted material by employing the secondary source of quotation referencing format. This involves referencing **both** sources in the appropriate manner (i.e., **a book by a single author** referenced in another **book by a single author**) and linking them together with the phrase "quoted in." Oftentimes you will need to look in author A's bibliography or footnotes to find the referencing information you need on author B. See example below.

Format:
N – [First Reference], Page Number, quoted in [Second Reference], Page Number.
B – [First Reference], Page Number. Quoted in [Second Reference], Page Number.

N – 33. Lesslie Newbigin, *Foolishness to the Greeks: The Gospel and Western Culture* (Grand Rapids: Eerdmans, 1986), 45, quoted in Charles H. Talbert, *Reading John: A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles* (New York: Crossroad, 1992), 22.

Subsequent Note – 34. Newbigin, *Foolishness to the Greeks*, 45, quoted in Talbert, *Reading John*, 22.

B – Newbigin, Lesslie. *Foolishness to the Greeks: The Gospel and Western Culture*. Grand Rapids: Eerdmans, 1986, 45. Quoted in Charles H. Talbert, *Reading John: A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles*. New York: Crossroad, 1992, 22

Example Bibliography

Place the bibliography at the **end** of your assignment, beginning on a **new page** (insert a page break). The bibliography includes all the material you have used in preparing your assignment; works which you have read, and which have informed your thinking should appear in your bibliography even if you have not directly cited them in your writing.

Sources are listed **alphabetically** by the first **author's surname.** Use a **hanging ident** and **1.0** line spacing for your list. If an author has written multiple works that appear in your list, you can replace their name with dashes for every subsequent reference. All this is shown in the example bibliography on the next page.

Bibliography

Bartholomew, Craig G. and Michael W. Goheen. *The Drama of Scripture: Finding Our Place in the Biblical Story*. Grand Rapids, MI: Baker Academic, 2004.

Dumbrell, William J. *Covenant and Creation: An Old Testament Covenant Theology.* Milton Keynes: Authentic Media, 2013.

-------. *The Faith of Israel: A Theological Survey of the Old Testament*. 2nd ed. Grand Rapids, MI: Baker Academic, 2002.

Leyerle, Blake. "John Chrysostom on the Gaze." *Journal of Early Christian Studies* 1 (1993): 159–74.

Millar, Amanda. "Beyond Retribution: Advancing the Law and Order Debate." In *PFNZ National Conference 2006 Report* (presented at the PFNZ National Conference, Upper Hutt: Prison Fellowship of New Zealand, 2007).

Newbigin, Lesslie. *Foolishness to the Greeks: The Gospel and Western Culture*. Grand Rapids: Eerdmans, 1986, 45. Quoted in Charles H. Talbert, *Reading John: A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles*. New York: Crossroad, 1992, 22.

-------. *Proper Confidence: Faith, Doubt, and Certainty in Christian Discipleship.* Grand Rapids: Eerdmans, 1996.

-------. *The Finality of Christ.* Eugene: Wipf & Stock, 2009.

Robinson, James M., and Helmut Koester. *Trajectories through Early Christianity*. Philadelphia: Fortress, 1971.

Scorcese, Martin, dir. *The Aviator*. Forward Pass, 2004.

Scott, Bernard Brandon, Margaret Dean, Kristen Sparks, and Frances LaZar. *Reading New Testament Greek.* Peabody: Hendrickson, 1993.

Stott, John. *The Message of Acts: To the Ends of the Earth,* 2nd ed. The Bible Speaks Today. Leicester: Inter-Varsity, 1991.

Talbert, Charles H. *Reading John: A Literary and Theological Commentary on the Fourth Gospel and the Johannine Epistles.* New York: Crossroad, 1992.

Vanhoozer, Kevin J. "The Reader in New Testament Interpretation." Pages 301–328 in *Hearing the New Testament: Strategies for Interpretation*. Edited by Joel B. Green. Grand Rapids: Eerdmans, 1995.

A.5 APA NOTE AND BIBLIOGRAPHIC STYLE

This bibliographic style is required for School of Social Practice students.

A.5.1 IN-TEXT CITATIONS

In-text citations consist of the surname(s) of the author(s) and the year of publication in brackets. If the author's name has been used in the body of the text, just insert the year in brackets. If it is a direct quote, insert "p." and the page number in brackets. For example:

Volf (2005) writes that giving and forgiving "are a particular sort of lens" (p. 235) through which we might view our faith.

If there is no author, use the title as italicised in the reference list (or a short form of the title) instead. If there is no date, use "n.d." (without quotation marks).

A.5.2 REFERENCE PAGE

Most of your assignments will have a reference page. If you have questions about how many sources to reference, check with your lecturer. You will reference all material. These include books, journals, electronic resources, web pages, and non-print sources.

Please note that the reference page begins as a new page after the last page of text. The title for this page is References (NOT Reference List, Reference Page, or Bibliography). All citations used in the body of the assignment (except the Bible and personal communication) are listed on the reference page in alphabetical order by the author's (or first author) surname. A hanging indent is used for all references.

References

Broom, B. (2007). *Meaning-full disease: How personal experience and meanings cause and maintain physical illness*. London, United Kingdom: Karnac.

Engel, G. L. (1977). *The need for a new medical model: A challenge for biomedicine*. Science, 196(4286), 129-136.

Hui, E. C. (2002). *At the beginning of life: Dilemmas in theological bioethics*. Downers Grove, IL: InterVarsity Press.

A.5.3 PUBLISHER INFORMATION

If the publisher is located in the United States, include both the city and the state. Example: Grand Rapids, MI, or Belmont, California. If the publisher is located outside of the United States, include the city and country name. Example: Wellington, New Zealand, or London, United Kingdom.

A.5.4 CLASS MATERIAL

If you cite material from a lecturer's PowerPoint presentation, which is located on Moodle, cite the presentation the same as you would a website. However, if you wish to quote a presenter, cite this as you would a personal communication. Class hand-outs or your own work not located online are cited as personal communication.

A.5.5 USING REFERENCES FOR REFLECTIVE ESSAYS

It is helpful to acknowledge how someone else's ideas have influenced your work. It demonstrates how you have been informed. Therefore it is advisable to reference the work of others in your reflective essays. If you have questions about how many sources to reference, check with your lecturer.

A.5.6 REFERENCING PERSONAL COMMUNICATION

Personal communication includes information that your readers may not be able to retrieve directly, such as: conversations, presentations, social media (e.g. Twitter, Facebook), and emails.

A.5.7 EXAMPLES

For an online easily navigable guide please go to:

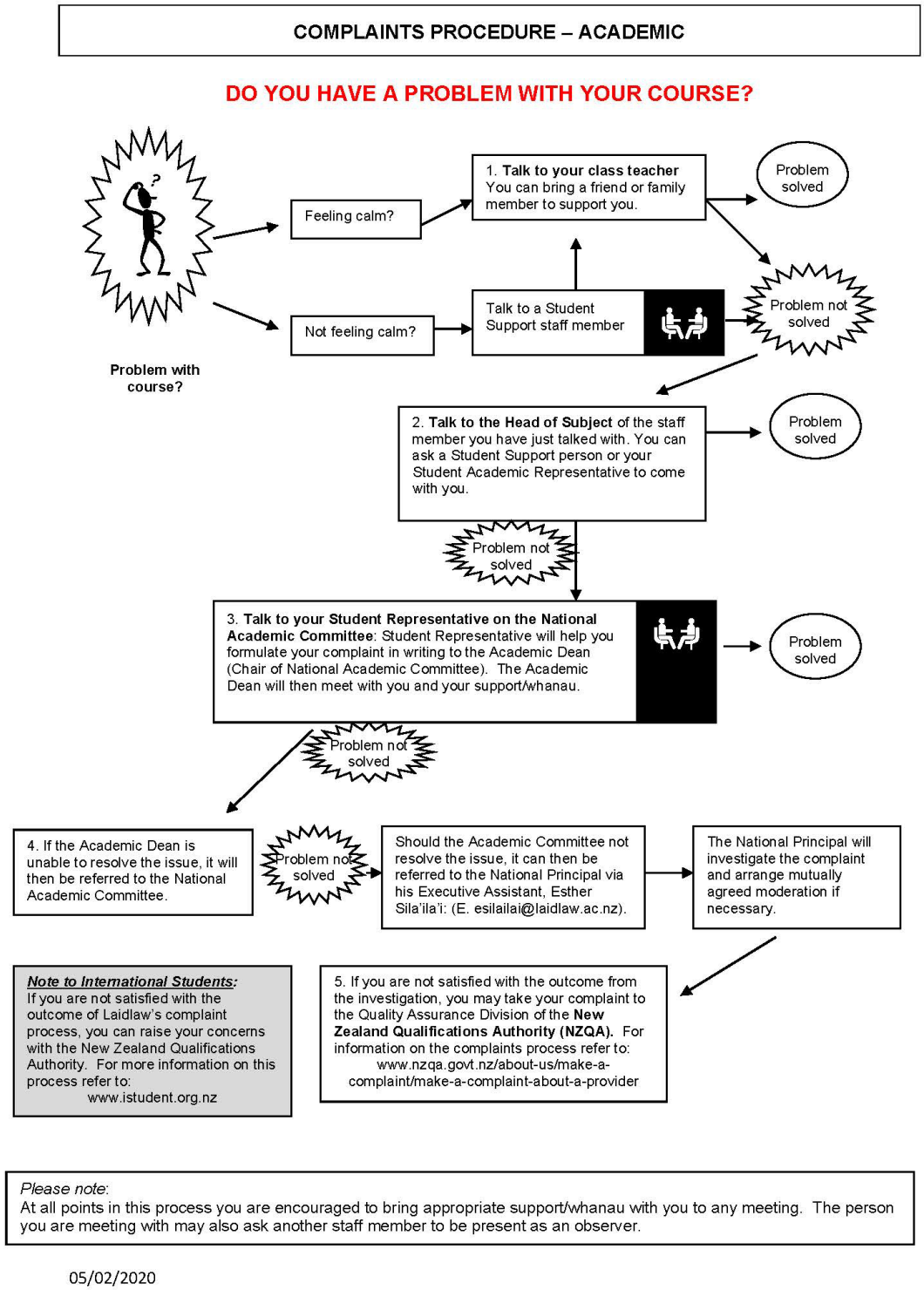
https://owl.english.purdue.edu/owl/resource/560/01/ (From Moodle, access this using the menu option "Information / Rules and Regulations".)

Or for a page listing multiple resources, use:

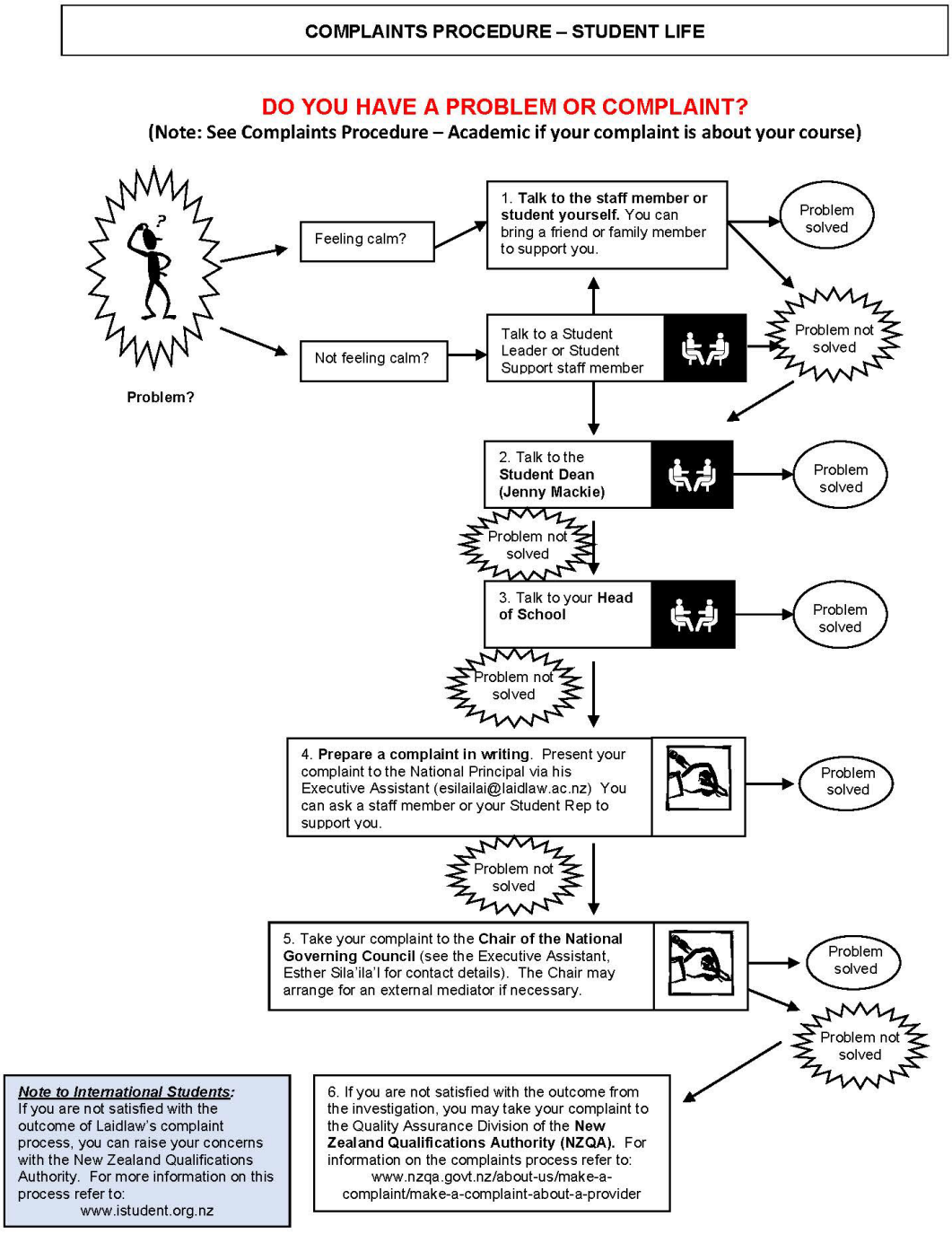
https://www.waikato.ac.nz/library/study/referencing/styles/apa

B COMPLAINTS PROCEDURES

B.1 COMPLAINT PROCEDURE - ACADEMIC



B.2 COMPLAINTS PROCEDURE – STUDENT LIFE



05/02/2020

B.3 UNRESOLVED COMPLAINTS

Failing all the above, a student may make a formal complaint to NZQA by:

- Downloading the formal complaint form on the NZQA website here: https://www.nzqa.govt.nz/about-us/make-a-complaint/make-a-complaint-about-a-provider/, and along with any supporting evidence, email it to risk@nzqa.govt.nz or post it to:

  The Complaints Officer
  Quality Assurance Division
  PO Box 160
  Wellington 6140

- Or by contacting NZQA on 0800 697 296.

International students can seek assistance regarding a contractual and/or financial dispute by:

- Making a complaint through iStudent Complaints https://www.istudent.org.nz/;
- Or by calling the Disputes Resolution Scheme operator iStudent Complaints on 0800 00 66 75.

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