LAIDLAW COLLEGE
TE WĀNANGA AMORANGI

GENERAL INFORMATION AND REGULATIONS 2026



TABLE OF CONTENTS

1 Introduction 6

2 Studying at Laidlaw 7

2.1 Academic Year 7

2.2 Applications 7

2.2.1 Privacy policy 8

2.3 Re-Applications 10

2.4 Right of Refusal 10

2.5 Admission Requirements 11

2.5.1 School of Counselling 11

2.5.1.1 Bachelor of Counselling (BCouns) 11

2.5.1.2 Bachelor of Counselling Bridging Programme 14

2.5.2 School of Education 15

2.5.2.1 Bachelor of Education [Primary] (BEd) 15

2.5.2.2 Graduate Diploma in Education [Secondary] (GradDipEd) 19

2.5.3 School of Theology 22

2.5.3.1 Certificate in Youth Development and Leadership (CertYDL) leading to the New Zealand Certificate in Youth Leadership (Level 3) 22

2.5.3.2 Certificate in Christian Ministry - Internship (CertCM) leading to the New Zealand Certificate in Christian Ministry (Level 4) 23

2.5.3.3 Certificate in Community Youth Work (Level 5) (CertCYW) leading to the New Zealand Certificate in Youth Work (Level 5) 25

2.5.3.4 Diploma in Christian Studies (Christian Leadership) (DipCS(CL)) 27

2.5.3.5 Diploma In Christian Studies (Theological Studies) (DipCS(TS)) 27

2.5.3.6 Bachelor of Theology (BTh) 27

2.5.3.7 Graduate Certificate in Theology (GradCertTh) 30

2.5.3.8 Graduate Diploma in Theology (GradDipTh) 30

2.5.3.9 Bachelor of Theology (Honours) (BTh (Hons)) 32

2.5.3.10 Postgraduate Certificate in Theology (PGCertTh) 34

2.5.3.11 Postgraduate Diploma in Theology (PGDipTh) 34

2.5.3.12 Master of Theology (MTh) 34

2.5.4 Bachelor of Arts Te Tohu Paetahi (BA) 37

2.5.4.1 Admission Requirements for Bachelor of Arts (Te Reo Māori) 37

2.5.4.2 General Admission Requirements for Bachelor of Arts (except Te Reo Māori) 37

2.5.4.3 Additional Admission Requirements for Bachelor of Arts (Chaplaincy) 40

2.5.4.4 Additional Admission Requirements for Bachelor of Arts (Youth Work) 41

2.5.5 Te Wānanga Ihorangi 42

2.5.5.1 Te Reo Torohū (Level 1-4) (TRT1-4) leading to the New Zealand Certificate in Māori Language / Te Pōkaitahi Reo (Level 1-4) 42

2.5.5.2 Te Reo Ihirangi (Level 5) leading to the Te Pōkairua Reo (Rumaki) (Te Kaupae 5) / New Zealand Diploma in Te Reo (Rumaki) (Level 5). 43

2.5.5.3 Te Reo Maruata (Level 6) leading to the Te Pōkairua Reo (Rumaki) (Te Kaupae 6) / New Zealand Diploma in Te Reo (Rumaki) (Level 6). 43

2.5.6 Other 44

2.5.6.1 Certificate of Proficiency / Tohu a Pukenga Matauranga 44

2.5.6.2 Study for Interest Only 44

2.5.6.3 Offshore International Students 45

2.6 Fees and Financial Information 45

2.6.1 Additional Costs 45

2.6.2 Student Loans and Allowances 46

2.6.3 Scholarships and Bursaries 46

2.6.4 Fee Payment Terms 47

2.5.4.1 Payment default 47

2.5.4.2 Account Collection....48
2.6.5 Fees Protection....48
2.7 Enrolment....49
2.7.1 Limit on Study Load....49
2.7.2 Attendance Requirements for On-Campus Courses....49
2.7.3 Lectures....51
2.7.3.1 Personal Recording Of Lectures And Tutorials....51
2.7.4 Credit Recognition....51
2.7.4.1 External Cross Credits....52
2.7.4.2 Recognition of Prior Learning (RPL)....53
2.7.4.3 Internal Credit Transfer....54
2.7.4.4 Maximum Credits Possible through Cross Credits and/or Recognition of Prior Learning....54
2.7.5 Changing enrolment....54
2.7.5.1 Changes To Courses Within A Programme Of Study....54
2.7.5.2 Final Dates for Course Change Refunds....56
2.7.5.3 Withdrawal from A Programme Of Study....56
2.7.5.4 Refunds When Withdrawing from a Programme Of Study....57
2.7.5.5 Final Dates for Programme Withdrawal Refunds....58
2.7.6 Disengagement From Study....58
2.8 Time Allowed to Complete a Programme of Study....60
3 Library and Information Services....61
3.1 Library Services....61
3.1.1 Borrowing Procedures....61
3.1.2 Study Spaces....61
3.1.3 Photocopying....61
3.1.4 Copyright Compliance....62
3.2 Information Services....62
3.2.1 Email....62
3.2.2 Internet....63
3.2.2.1 Rights and Responsibilities....63
3.2.2.2 Internet Code of Conduct....63
3.2.3 Use of Artificial Intelligence Agents....65
4 Assessment....65
4.1 Submission of Assessments....65
4.1.1 Policy for Use of Te Reo Māori in Assessment....66
4.1.2 Request for Extension of Assessment Due Dates....66
4.1.2.1 Thesis/Dissertation Extensions....67
4.2 Examinations (on Campus)....67
4.2.1 Special Assistance for Students with a Disability....68
4.2.2 Rescheduled Examinations....68
4.2.3 Special Examinations....68
4.3 Laidlaw Graduate School MTh Thesis and Dissertation....69
4.4 Assessment and Grading....70
4.4.1 Grading Criteria....70
4.4.2 Assessment requirements....70
4.4.2.1 Practicum (Counselling)....71
4.4.2.2 Practicum (Education)....71
4.4.3 Penalties for Late Assessments....71
4.4.4 Individual Learning Plans....72
4.4.5 Alternative Assessments....73
4.4.6 Returning Marked Assessments....73
4.4.7 Assessment Resubmission....74

4.4.8 Supplementary Examinations 74
4.4.9 Ungraded fail 74
4.4.10 Final Grades 74
4.4.10.1 Postgraduate Awards 76
4.4.11 Repeated Courses 76
4.4.12 Aegrotat Pass 76
4.4.13 Conceded Credits 77
4.4.14 Conceded Passes 77
4.4.15 Ungraded Fail 78
4.4.16 Non-completion of Programmes 78

4.5 Satisfactory Academic Progress 78
4.5.1 Good Academic Standing 78
4.5.2 Academic Probation 78
4.5.3 Conditional Enrolment and Academic Suspension 79
4.6 Satisfactory Progress In Practicum - Education 79
4.6.1 Good Standing In Practice (Education) 79
4.6.2 Probation: Practicum (Education) 79
4.6.3 Suspension: Practicum (Education) 80
4.7 Satisfactory Progress In Practicum - Counselling 80
4.7.1 Good Standing In Practice (Counselling) 80
4.7.2 Probation (Counselling) 80
4.7.3 Suspension (Counselling) 80
4.8 Plagiarism 81

5 General Regulations 82
5.1 Awards of the College 82
5.1.1 Transcripts 82
5.1.2 Graduation 82
5.1.3 Academic Regalia 83
5.2 Bible Versions 84
5.3 Ethics Approval 84
5.3.1.1 Statement of Principles and Policies on Human Research Ethics 84
5.4 Appeals 85
5.4.1 Undergraduate Appeals 85
5.4.2 Postgraduate Appeals 85
5.5 Information Privacy 86
5.5.1 Supply of Information to Government Agencies and Other Organisations 86
5.6 Disciplinary Procedures and Standards of Conduct 87
5.6.1 Academic Misconduct 88
5.6.2 Misconduct and Serious Misconduct 88
5.6.2.1 Professional Misconduct and Serious Misconduct for Students in Education Programmes 89
5.6.2.2 Professional Misconduct and Serious Misconduct for Students in Counselling Programmes 89
5.6.2.3 Practicum and Internship Stand-Down in Counselling Programmes 90
5.7 Grievance Procedures 90
5.7.1 Academic Complaints 90
5.7.2 General Complaints 91
5.7.3 Finance Complaints 91
5.7.4 Unresolved Complaints 91
5.8 Student Handbooks 92

6 International Students' Information and Regulations 92
6.1 International Student Coordinator 92

6.2 Admissions 92
6.2.1 International Application Closing Dates 93
6.2.2 Student Visa 93
6.2.3 Fees and Financial Information 93
6.2.4 English Language Requirements 93
6.2.5 Immigration 93
6.3 Preparing to Study in New Zealand 94
6.3.1 Eligibility for Health Services 94
6.3.2 Medical and Travel Insurance 94
6.3.3 Accident Insurance 94
6.4 The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 94

7 Governance and Management 95
7.1 Senior Leadership Team 95
7.2 National Governing Council 95
7.3 Academic Advisory Board 95
7.4 National Academic Committee 95
7.5 Rūnanga 96
7.6 Te Rongopai me te Tiriti Gospel and Treaty Policy 96
7.6.1 Introduction 96
7.6.2 Te Rongopai Me Te Tiriti Gospel And Treaty Policy Statement 96
7.6.2.1 Glossary Of Kupu Māori 97
7.6.3 Te Rongopai Me Te Tiriti Strategic And Operational Implications 98
7.6.3.1 Governance 98
7.6.3.2 Relationships 98
7.6.3.3 Te Reo Māori me ngā Tikanga 98
7.6.3.4 Professional Development 98
7.6.3.5 Recruitment and Developing 98
7.6.3.6 People Support 99
7.6.3.7 Resourcing 99
7.6.3.8 Accountability 99

8 External Relationships 100
8.1 Academic Body Memberships 100
8.2 Key Relationships 101

9 Contact Details 102
9.1 Henderson Campus 102
9.2 Christchurch Campus 102

10 Statement of Faith 103
10.1 English 103
10.2 Māori 104
10.3 Samoan 105
10.4 Tongan 106
10.5 Korean 107

A Guidelines for Written Assessments 109
A.1 Submission of Assessments 109
A.1.1 Electronic Submission of Assessments 109
A.1.2 Assessment Due Dates 109
A.2 Use Of Artificial Intelligence (AI) In Student Work 110
A.2.1 Referencing the use of AI tools 113
A.2.1.1 APA style for referencing AI tools 112
A.2.1.2 SBL style for referencing AI tools 113

A.3 Plagiarism 114
A.3.1 Disclaimers of Plagiarism and Collusion 114
A.4 Length and Presentation 115
A.4.1 Length 115
A.4.2 Page layout 115
A.4.3 Additional Style Requirements for Schools of Counselling and Education and Te Wānanga Ihorangi 116
A.4.4 Referencing 117
A.4.5 Quotations 117
A.4.6 Non-Discriminatory Language 118
A.4.7 Abbreviations 119
A.4.7.1 Common General Abbreviations 119
A.4.7.2 Biblical Books 119
A.4.8 Numbers 120
A.4.8.1 General Rule 120
A.4.8.2 Line, Verse, Page, Chapter and Section References 121
A.4.9 Greek and Hebrew Fonts 121
A.5 SBL Footnote and Bibliographic style 121
A.6 APA Note and Bibliographic style 122
A.6.1 In-text citations 122
A.6.2 Reference Page 123
B Complaints Procedures 124
B.1 Complaint Procedure - Academic 124
B.2 Complaints Procedure – General 125
B.3 Complaints Procedure – Finance 127

1 INTRODUCTION

The General Information and Regulations provides a definitive source for all formally approved academic regulations at Laidlaw College. It provides students and staff with a useful and comprehensive reference point for policies, regulations, and procedures that apply to all programmes of study.

The information contained in this handbook, as well as the counselling, education, and theology handbooks, the Fee Schedule, and other associated documents, is correct at the time of publication. While all reasonable efforts have been made to ensure that 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 College 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 are 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 Graduate Diploma in Education (Secondary) programme is 44 weeks.

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 Te Reo Ihirangi and Te Reo Maruata programmes is 40 weeks.

The academic year for the Certificate for Youth Development and Leadership programmes is 34 weeks.

Each semester commences with a week of orientation including pōwhiri, 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 results are available to students at the end of this period under the My Results tab in their Student Portal.

2.2 APPLICATIONS

All prospective students must complete the full application process, provide all required documentation, and nominate two referees. Applications must be completed online via the Student Portal, which is available on the Laidlaw website (www.laidlaw.ac.nz). Application closing dates are also available on the website. Application assistance and information are 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 will be arranged. The application will be considered once all procedures have been completed. The applicant will be advised of the outcome via the Student Portal and/or an email from Admissions.

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 and Training Act 2020, and other relevant legislation. Students may see any information held about them and amend any errors.

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

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 and Training Act 2020 and other legislation relating to the maintenance of records;
- supply information to government agencies and other organisations as set out below.

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

Laidlaw College is required to disclose specified information from the study application form to Government agencies and other organisations as required under the Education and Training Act 2020.

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

- Ministry of Education (MoE)
- Education New Zealand (ENZ)
- New Zealand Qualifications Authority (NZQA)
- Tertiary Education Commission (TEC)
- Ministry of Social Development (MSD): in relation to student loans and allowances
- Inland Revenue (IRD): in relation to student loans
- Immigration New Zealand (INZ): for those who are not New Zealand citizens or permanent residents
- Ministry of Business, Innovation, and Employment (MBIE): for those who are not New Zealand citizens or permanent residents
- Agencies that 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 Laidlaw College to:

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

Personal details (name, date of birth, and residency) entered on this 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 or a Passport.

The government agencies above may supply data collected on this form to Statistics New Zealand to integrate 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 the government, and for research purposes.

In handling data supplied by the applicant on this form, government agencies are required to comply with the provisions of the Privacy Act 2020.

Data storage – data collected from tertiary education organisations is now stored in the Cloud. Student enrolment, course completion, and qualification completion data are stored in a Microsoft datastore based in Sydney, Australia.

When required by law, Laidlaw College releases information to government agencies such as the New Zealand Police, the Department of Justice, the 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 or website.

Original documents may be brought to Student Services in the Henderson or Christchurch campuses for verification. It may also be done via an online video call.

Applicants may upload their certified documentation at the time of submitting an application through the document upload area of their Student Portal or later via My Documents in the Student Portal.

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

d) Legal Name Change

Students requesting a change to their legal name in institutional records must provide official supporting documentation issued by the Department of Internal Affairs – Births, Deaths and Marriages (BDM), or an equivalent government authority where applicable.

The following documents may be accepted as proof of a legal name change:

- Change of Name Certificate issued by the Department of Internal Affairs – Births, Deaths and Marriages
- Updated Birth Certificate showing the amended legal name
- Marriage Certificate (where the surname has changed following marriage)
- Dissolution or Divorce documentation together with supporting identification.

All documentation will be reviewed and verified by authorised staff before any changes are made to student records. Changes will only be processed once satisfactory evidence has been received. The institution reserves the right to request additional identification or supporting documents where necessary.

Upon approval, the student's legal name will be updated across institutional systems and records. Previous names may be retained where required for historical, academic, or compliance purposes.

2.3 RE-APPLICATIONS

If a student has not been enrolled at Laidlaw College in the previous two years, they must reapply to study through the Student Portal. Normal admission requirements and application processes apply to all re-applying students.

2.4 RIGHT OF REFUSAL

Laidlaw College reserves the right to refuse enrolment of an applicant whom it has reason to believe poses a threat to the security, safety or well-being of students or staff of Laidlaw or its stakeholder community. This may include, but is not limited to, harassment, abusive behaviour, assault, theft, fraud, misappropriation, wilful negligence, wilful disobedience or wilful misconduct.

Applicants may appeal decisions made by presenting a written submission to the Student Review Committee through the Academic Registrar.

2.5 ADMISSION REQUIREMENTS

Entry requirements vary from programme to programme. They are as follows:

2.5.1 SCHOOL OF COUNSELLING

2.5.1.1 BACHELOR OF COUNSELLING (BCouns)

General Admission Requirements

To gain entry to the Bachelor of Counselling programme, candidates must have:

- University entrance
- NCEA Level 3
- 14 credits at Level 3 in each of the three approved subjects
- 10 Literacy credits at Level 2 or above, made up of 5 credits in reading and 5 credits in writing.
- 10 Numeracy credits at Level 1 or above, made up of:
  - co-requisite Level 1 Numeracy unit standard 32406 or Te Pāngarau unit standard 32412, or
  - certain achievement standards.

NCEA Equivalence can include:

- University Entrance, A or B Bursary
- Overseas equivalent qualifications, including IB and CIE.
- 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 an 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.

Applicants must seek NZQA's International Qualification Assessment (IQA) evaluation of their non-NZ (overseas) qualifications prior to applying.

Minimum Age

All applicants must be at least 20 years of age on or before the first day of the 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 5 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

- achieved NCEA level 3 and has met New Zealand university entrance requirements; or
- awarded an International Baccalaureate Diploma or Cambridge A-level qualification for which the teaching and assessment were conducted in English; or
- awarded the Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) or the Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL); or
- completed all primary education (being the equivalent of New Zealand primary school years 1 to 8) and at least three years of secondary education (being the equivalent of three years from New Zealand secondary school years 9 to 13) at schools in New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom and the United States where the student was taught using English as the language of instruction; or
- completed at least five years of secondary education (being the equivalent of New Zealand secondary school years 9 to 13) at schools in one of the countries listed in rule 22.5 where the student was taught using English as the language of instruction; or
- been awarded a Bachelor's degree, Graduate Certificate, Graduate Diploma, Bachelor Honours Degree, Post-graduate Certificate, Post-graduate Diploma, Master's Degree or Doctoral Degree with English as the language of instruction from a tertiary education provider from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States.
- achieved, within the two years preceding the start date of the programme in which the student is enrolled, one of the internationally recognised proficiency test outcomes specified below for the level of the programme in which the student is enrolling.
    - International English Language Testing System (Academic) (IELTS) higher than 6.5 with a minimum of 6.0 in all individual bands
    - Cambridge English Exams: C2 Proficiency (CPE), C1 Advanced (CAE), Cambridge English Exams, B2 First (FCE): minimum of 176 across all bands (listening, reading, writing, speaking and total overall)
    - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL)
    - Pearson Test of English (Academic) (PToE) score of 59
    - New Zealand Certificate in English Language (NZCEL)
    - Testing of English as a Foreign Language (TOEFL) International-based Test (iBT) score of 79 (with a writing score of 21)
- Equivalent - see https://www2.nzqa.govt.nz/assets/About-us/Our-rules-fees-and-policies/NZQA-Rules/2025/Table-for-internationally-recognised-English-proficiency-outcomes-for-international-students.pdf

Police Clearance

It is a condition of enrolment in the Bachelor of Counselling 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 from any country in which they have lived for more than 12 months in the last 10 years. This police clearance should be less than six months old and should be presented at the time of application.

Should a candidate for 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 Programme Lead.

Charged with an offence

Any Laidlaw College Bachelor of Counselling student charged or convicted of an offence must disclose the charge or conviction in writing to the Programme Lead within 3 working days. See section 5.6 on Misconduct and Serious Misconduct.

Selection Interview

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

Reselection procedure for entry into Practicum-related courses of the BCouns

Practicum-related courses include those courses that contain practicum hours as part of the assessments, and those identified as co- or pre-requisites of these courses.

To complete Year One of the BCouns and successfully transition into Practicum-related courses of the BCouns programme, a student will be required to fulfill 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 is 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. Students have only three opportunities to pass the reselection to enter the Practicum-related courses.

Reselection Procedure for Entry into Year Three of BCouns

Entry into Year Three is based on the 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, and
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.

2.5.1.2 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 NZQCF Level 6 diploma) are generally required to complete the following to obtain the Bachelor of Counselling qualification.

Theological Foundations	**Counselling Theory and Practice**	**Practicum**
115.515 Reading the Bible AND	904.715 Integrated Practice (A)	930.615 Professional Practice A OR 931.615 Professional Practice B AND
921.6/715 Theology of Suffering & Hope OR 401.515 Formation	905.715 Integrated Practice (B)	932.730 Practicum A OR 933.730 Practicum (B)
	906.715 Personhood, Relationality & Faith	
	908.715 Counselling & Diversity	
	922.715 Special Focus in Counselling	
30 credits	75 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.

Applicants may apply for additional credit recognition from prior learning through the Laidlaw cross-credit regulations.

2.5.2 SCHOOL OF EDUCATION

2.5.2.1 BACHELOR OF EDUCATION [PRIMARY] (BEd)

General Admission Requirements

To gain entry to the Bachelor of Education programme, candidates must have:

- University entrance
- NCEA Level 3
- 14 credits at Level 3 in each of the three approved subjects
- 10 Literacy credits at Level 2 or above, made up of 5 credits in reading and 5 credits in writing.
- 10 Numeracy credits at Level 1 or above, made up of:
  - co-requisite Level 1 Numeracy unit standard 32406 or Te Pāngarau unit standard 32412, or
  - certain achievement standards.

NCEA Equivalence can include:

- University Entrance, A or B Bursary
- Overseas equivalent qualifications, including IB and CIE.
- Other NZQA level 3 certificates in relevant disciplines.
- Other NZQA level 4 certificate in a different discipline.
- Evidence of level of academic achievement or a portfolio of work for home-schooled students*.
- Reference/support/documentation from employer*
- Portfolio of work evidencing contribution to a relevant field.

*The applicant may need to sit an assessment for entry.
All equivalences must be documented.

Applicants 20 years of age and over without UE must be able to demonstrate to the satisfaction of Laidlaw that they have the ability to study at a tertiary level.

Applicants under 20 years of age must:

- hold UE or a recognised equivalent such as the International Baccalaureate or Cambridge International, or
- be able to demonstrate to the satisfaction of the provider that they have the skills and ability to study at a tertiary level.

Applicants must seek NZQA's International Qualification Assessment (IQA) evaluation of their non-NZ (overseas) qualifications prior to applying.

In recognition of the professional competence and standards maintained by certain regulatory and professional bodies, Laidlaw may accept specific professional registrations in place of an IQA report, provided that the professional body is nationally recognised and operates under statutory or formally established regulations in New Zealand. (e.g. Medical Council, Nursing Council, Teaching Council, Chartered Accountancy bodies, etc.) Professional registration will be accepted in place of IQA where it is current and demonstrates that the applicant has achieved at least the equivalent of the minimum academic requirement for the programme. Where a programme requires specific academic subjects or levels of study, additional evidence may still be requested.

Applicants must provide official confirmation of current professional registration. Admissions will verify the authenticity of the registration directly with the issuing authority, where necessary.

The Academic Registrar or a delegated staff member will determine whether a professional registration is acceptable as an alternative to IQA. All decisions must be documented and consistently applied.

Applicants to ITE Education programmes must meet all ITE entry requirements.

English Language Requirements

English Language Requirements for the Bachelor of Education (Primary) follow the Teaching Council of Aotearoa New Zealand requirements for pre-service teachers. As such, one of the following types of evidence must be provided to demonstrate English language competency:

- The New Zealand University Entrance literacy credits at either NCEA level 2 or 3 *OR*
- New Zealand University Entrance *OR*
- New Zealand tertiary entrance qualification gained on completing senior secondary school prior to the introduction of current University Entrance *OR*
- International Baccalaureate full diploma in English medium (24 points minimum) *OR*
- Cambridge International Examinations minimum 120 points on the UCAS Tariff plus meeting the CIE literacy requirements *OR*
- 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* OR * 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 *OR*
- Awarded a Bachelor's degree, Bachelor with Honours degree, Graduate Certificate, Postgraduate Certificate, Master's degree at NZQF level 7 or up 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 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) *OR*
- Awarded Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL) *OR*
- Achieved an outcome in one of the following approved tests which is equivalent to or better than those specified (see table) within the past two years:

Test	Listening	Reading	Writing	Speaking	Overall Mark (in one test)
	Minimum of				
Cambridge English exams C2 / Proficiency (CPE) or C1 Advanced (CAE) or Cambridge English exams B2 First (FCE)	185	185	185	185	185
International English Language / Testing System (IELTS) Academic	7.0	7.0	7.0	7.0	7.0
International Second Language / Proficiency Rating (ISLPR)	4	4	4	4	4
Pearson Test of English (PTE) Academic	61	62	73	79	69
TRINITY ISE III (3)	pass with merit	pass with merit	pass with merit	pass with merit	pass with merit

For other equivalent English Language Proficiency scores please refer to *https://teachingcouncil.nz/getting-certificated/for-overseas-trained-teachers/language-competency-requirements/*

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 for the Bachelor of Education are required to have a visual interview by a panel. The panel generally consists of two Laidlaw teacher educators and where possible a Rūnanga delegate and member of the teaching profession. The interview determines:

• The applicant's ability to meet the Code of Professional Responsibility (in a supported environment).
• The applicant's disposition to teach, through judging their ability to meet the values that underpin Our Code Our Standards.
• Vulnerable 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/professional-practice/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 or above in the literacy (reading and writing) assessment component of the Literacy and Numeracy for Adults Assessment Tool (LNAAT) developed by the Tertiary Education Commission (TEC) to enter the programme.
- Candidates must score **step 6** in the numeracy assessment component of the Literacy and Numeracy for Adults Assessment Tool (LNAAT) developed by the Tertiary Education Commission (TEC) to enter the programme (a score between 690 and 800, at minimum), which is a score designated as equivalent to NCEA Level 2 mathematics. NCEA Level 2 achievement in mathematics does not exempt candidates from also achieving the required level on the LNAAT.

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.

Special Admission Requirements

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

- An offer of entry to another Laidlaw programme

Police Clearance

All education applicants must complete a Police Vetting Service Request and Consent form as part of their application. All international applicants for the Bachelor of Education must provide a police clearance certificate from their country of citizenship **AND** for any country in which they have lived for more than 12 months in the last 10 years. This overseas police clearance should be less than 6 months old and be presented at the time of application. This is to meet the requirements of the Vulnerable Children Act 2014.

Any education student charged with an offence during their programme of study must disclose the charge in writing to the Head of Education within 3 working days. See section 5.6 on Misconduct and Serious Misconduct.

2.5.2.2 GRADUATE DIPLOMA IN EDUCATION [SECONDARY] (GradDipEd)

General Admission Requirements

The normal requirement for admission into the Graduate Diploma of Education (Secondary) requires applicants to show evidence that they have:

- 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, *OR*
- For language teaching: native or fluent reading, writing, speaking and listening in the language.

Applicants must seek NZQA's International Qualification Assessment (IQA) evaluation of their non-NZ (overseas) qualifications prior to applying.

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 who wish 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.
Laidlaw College provides support for applicants when choosing teaching subjects.

English Language Requirements

English Language Requirements for the Bachelor of Education (Primary) and the Graduate Diploma in Education (Secondary) follows the Teaching Council of Aotearoa New Zealand requirements for preservice teachers. As such, one of the following types of evidence must be provided to demonstrate English language competency:

- The New Zealand University Entrance literacy credits at either NCEA level 2 or 3 *OR*
- New Zealand University Entrance *OR*
- New Zealand tertiary entrance qualification gained on completing senior secondary school prior to the introduction of current University Entrance *OR*
- International Baccalaureate full diploma in English medium (24 points minimum) *OR*

- Cambridge International Examinations minimum 120 points on the UCAS Tariff plus meeting the CIE literacy requirements *OR*
- 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* OR * 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 *OR*
- Awarded a Bachelor's degree, Bachelor with Honours degree, Graduate Certificate, Postgraduate Certificate, Master's degree at NZQF level 7 or up 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 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) *OR*
- Awarded Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL) *OR*
- Achieved an outcome in one of the following approved tests which is equivalent to or better than those specified (see table) within the past two years:

Test	Listening	Reading	Writing	Speaking	Overall Mark (in one test)
	Minimum of				
Cambridge English exams C2 / Proficiency (CPE) or C1 Advanced (CAE) or Cambridge English exams B2 First (FCE)	185	185	185	185	185
International English Language / Testing System (IELTS) Academic	7.0	7.0	7.0	7.0	7.0
International Second Language / Proficiency Rating (ISLPR)	4	4	4	4	4
Pearson Test of English (PTE) Academic	61	62	73	79	69
TRINITY ISE III (3)	pass with merit	pass with merit	pass with merit	pass with merit	pass with merit

For other equivalent English Language Proficiency scores, please refer *to* https://teachingcouncil.nz/getting-certificated/for-overseas-trained-teachers/language-competency-requirements/

Requirements for Entry into the Programme

Visual Interview

All applicants for the Graduate Diploma in Education are required to have a visual interview by a panel. The panel consists of a runanga delegate, a 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
- The applicant's ability to meet the Code of Professional Responsibility in a supported environment
- Vulnerable Children's Act risk assessment (interview component) *AND*
- Other relevant matters

Numeracy And Literacy Testing

All applicants for the Graduate Diploma in Education are required to undergo a literacy and numeracy assessment.

- Candidates must score step 4 in the literacy (reading and writing) assessment component of the Literacy and Numeracy for Adults Assessment Tool (LNAAT) developed by the Tertiary Education Commission (TEC) to enter the programme.
- Candidates must score step 5 in the numeracy assessment component of the Literacy and Numeracy for Adults Assessment Tool (LNAAT) developed by the Tertiary Education Commission (TEC) to enter 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.

Our Code Our Standards

Prospective 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

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 in the Laidlaw College Graduate Diploma in Education (Secondary) 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 from any country in which they have lived for more than 12 months in the last 10 years. This police clearance should be less than six months old and should 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 Academic Dean, Practicum Coordinator, Programme Coordinator, Head of Education, and Student Dean. 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 the Children's Act 2014 is immediately declined.

Charged with an offence Any Laidlaw College Graduate Diploma in Education (Secondary) student charged with or convicted of an offence must disclose the charge or conviction in writing to the Head of Education within 3 working days. See section 5.6 on Misconduct and Serious Misconduct.

2.5.3 SCHOOL OF THEOLOGY

2.5.3.1 CERTIFICATE IN YOUTH DEVELOPMENT AND LEADERSHIP (CertYDL) LEADING TO THE NEW ZEALAND CERTIFICATE IN YOUTH LEADERSHIP (LEVEL 3)

General Admission Requirements

To gain entry to the Certificate in Youth Development and Leadership, candidates must:

- Be aged 18 years and above
- Be eligible to study in New Zealand
- Have a minimum of a Level 2 qualification or can demonstrate equivalent skills
- Have an appropriate level of literacy skills to study at Level 3
- Attend a selection interview
- Pass a police check for the Vulnerable Children's Act 2014. Any criminal convictions must be disclosed during the interview and prior to beginning enrolment to the programme. Enrolment will be provisional until police vetting applications have been confirmed.
- Be able to commit to attending a practicum placement in a youth work setting to complete the practical requirements of the programme for a minimum of 75 hours.

Entrance Test Requirements

Applicants to this programme who have no secondary schooling or NCEA level 1 attainment or equivalent will be required to complete an entrance test (including a literacy test) to establish eligibility to undertake study at Level 3.

Entry assessment dates will be advised.

Police Clearance
It is a condition of enrolment in the Certificate in Youth Development and Leadership programme that students complete a Police Vetting Service Request and Consent form as part of their application.

Should a candidate for 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 Academic Dean, Programme Lead and Head of School.

Charged with an offence
During the programme, any Laidlaw College Certificate in Youth Development and Leadership student charged or convicted of an offence must disclose this in writing to the Programme Lead within 3 working days. See section 5.6 on Misconduct and Serious Misconduct.

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

General Admission Requirements

Applicants to the Certificate in Christian Ministry - Internship programme with no secondary schooling or NCEA level 1 attainment (or equivalent) must complete an entry test (including a literacy test) to establish eligibility.

Applicants who have NCEA level 2 attainment (or above) or equivalent knowledge and skills have open entry to apply.

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 an assessment for entry:
    - Reference/support/documentation from an employer;
    - Evidence of the level of academic achievement or 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:

- achieved NCEA level 3 and has met New Zealand university entrance requirements; or
- awarded an International Baccalaureate Diploma or Cambridge A-level qualification for which the teaching and assessment were conducted in English; or
- awarded the Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) or the Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL); or
- completed all primary education (being the equivalent of New Zealand primary school years 1 to 8) and at least three years of secondary education (being the equivalent of three years from New Zealand secondary school years 9 to 13) at schools in New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom and the United States where the student was taught using English as the language of instruction; or
- completed at least five years of secondary education (being the equivalent of New Zealand secondary school years 9 to 13) at schools in one of the countries listed in rule 22.5 where the student was taught using English as the language of instruction; or
- been awarded a Bachelor's degree, Graduate Certificate, Graduate Diploma, Bachelor Honours Degree, Post-graduate Certificate, Post-graduate Diploma, Master's Degree or Doctoral Degree with English as the language of instruction from a tertiary education provider from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom and the United States.
- achieved, within the two years preceding the start date of the programme in which the student is enrolled, one of the internationally recognised proficiency test outcomes specified below for the level of the programme in which the student is enrolling.
    - International English Language Testing System (Academic) (IELTS) higher than 5.5 with a minimum of 5.0 in all bands.
    - Cambridge English Exams: C2 Proficiency (CPE), C1 Advanced (CAE), Cambridge English Exams, B2 First (FCE): minimum of 162 across all bands (listening, reading, writing, speaking and total overall)
    - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL) B2 Communicator International ESOL Written (LRW) Pass with no less than 25/50 in each skill and Spoken (S) Pass.
    - Pearson Test of English (Academic) (PToE) score of 46.
    - New Zealand Certificate in English Language (NZCEL) Level 3 (Applied).
    - Testing of English as a Foreign Language (TOEFL) (iBT) score of 46 (with a writing score of 14)
- Equivalent - see https://www2.nzqa.govt.nz/assets/About-us/Our-rules-fees-and-policies/NZQA-Rules/2025/Table-for-internationally-recognised-English-proficiency-outcomes-for-international-students.pdf

Police Clearance

It is a condition of enrolment in the Certificate of Christian Ministry - Internship that students complete a Police Vetting Service Request and Consent form as part of their application.

Should a candidate for 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 Academic Dean, Programme Lead and Head of School.

Charged with an offence

During the programme, any Laidlaw College Certificate of Christian Ministry - Internship student charged or convicted of an offence must disclose this in writing to the Programme Lead within 3 working days. See section 5.6 on Misconduct and Serious Misconduct.

2.5.3.3 CERTIFICATE IN COMMUNITY YOUTH WORK (LEVEL 5) (CERTCYW) LEADING TO THE NEW ZEALAND CERTIFICATE IN YOUTH WORK (LEVEL 5)

General Admission Requirements

To gain entry to the Certificate in Community Youth Work (Level 5), candidates must have:

- University entrance
- NCEA Level 3
- 14 credits at Level 3 in each of the three approved subjects
- 10 Literacy credits at Level 2 or above, made up of 5 credits in reading and 5 credits in writing.
- 10 Numeracy credits at Level 1 or above, made up of:
  - co-requisite Level 1 Numeracy unit standard 32406 or Te Pāngarau unit standard 32412, or
  - certain achievement standards.

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 an 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.

Applicants must seek NZQA's International Qualification Assessment (IQA) evaluation of their non-NZ (overseas) qualifications prior to applying.

Special Admission

For applicants who do not meet the above requirements, an Entry Assessment may be required.
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:

- achieved NCEA level 3 and has met New Zealand university entrance requirements; or
- awarded an International Baccalaureate Diploma or Cambridge A-level qualification for which the teaching and assessment were conducted in English; or
- awarded the Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) or the Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL); or
- completed all primary education (being the equivalent of New Zealand primary school years 1 to 8) and at least three years of secondary education (being the equivalent of three years from New Zealand secondary school years 9 to 13) at schools in New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom and the United States where the student was taught using English as the language of instruction; or
- completed at least five years of secondary education (being the equivalent of New Zealand secondary school years 9 to 13) at schools in one of the countries listed in rule 22.5 where the student was taught using English as the language of instruction; or
- been awarded a Bachelor's degree, Graduate Certificate, Graduate Diploma, Bachelor Honours Degree, Post-graduate Certificate, Post-graduate Diploma, Master's Degree or Doctoral Degree with English as the language of instruction from a tertiary education provider from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom and the United States.
- achieved, within the two years preceding the start date of the programme in which the student is enrolled, one of the internationally recognised proficiency test outcomes specified below for the level of the programme in which the student is enrolling.
    - International English Language Testing System (Academic) (IELTS) - 6.0 with a minimum of 6.0 in writing, reading, speaking, listening
    - Cambridge English Exams: C2 Proficiency (CPE), C1 Advanced (CAE), Cambridge English Exams, B2 First (FCE): minimum of 169 across all bands (listening, reading, writing, speaking and total overall)
    - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL) – C1 expert International ESOL Written (LRW) Pass with no less than 25/50 in each skill and Spoken (S) Pass.
    - Pearson Test of English (Academic) (PToE) score of 50 with no band score lower than 42.
    - New Zealand Certificate in English Language (NZCEL) Level 4 (Academic).
    - Test of English as a Foreign Language (TOEFL) (iBT) (iBT) score of 60 (with a writing score of 18).
- Equivalent - see https://www2.nzqa.govt.nz/assets/About-us/Our-rules-fees-and-policies/NZQA-Rules/2025/Table-for-internationally-recognised-English-proficiency-outcomes-for-international-students.pdf

Police Clearance

It is a condition of enrolment in the Certificate of Community Youth Work (Level 5) that students complete a Police Vetting Service Request and Consent form as part of their application.

Should a candidate for 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 Programme Lead.

Charged with an offence

During the programme, any Laidlaw College Certificate of Community Youth Work (Level 5),student charged or convicted of an offence must disclose this in writing to the Programme Lead within 3 working days. See section 5.6 on Misconduct and Serious Misconduct.

Selection Interview

All applicants who wish to enrol must go through a selection interview process.

Practicum Commitment

Applicants need to complete two practicum placements in youth work settings, totalling at least 300 hours:

- Practicum A: 150 hours
- Practicum B: 150 hours

These placements are essential for meeting the practical requirements of the programme, and the applicant must be committed to undertaking these. Confirmed placements and signed contracts must be in place prior to the start of the semester for each practicum.

2.5.3.4 DIPLOMA IN CHRISTIAN STUDIES (Christian Leadership) (DipCS(CL))
2.5.3.5 DIPLOMA IN CHRISTIAN STUDIES (Theological Studies) (DipCS(TS))
2.5.3.6 BACHELOR OF THEOLOGY (BTh)

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

General Admission Requirements

To gain entry to the Diploma in Christian Studies or Bachelor's degree programmes, candidates must have:

- University entrance
- NCEA Level 3
- 14 credits at Level 3 in each of the three approved subjects
- 10 Literacy credits at Level 2 or above, made up of 5 credits in reading and 5 credits in writing.
- 10 Numeracy credits at Level 1 or above, made up of:
  - co-requisite Level 1 Numeracy unit standard 32406 or Te Pāngarau unit standard 32412, or
  - certain achievement standards.

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

All equivalences must be documented.

Applicants must seek NZQA's International Qualification Assessment (IQA) evaluation of their non-NZ (overseas) qualifications prior to applying.

In recognition of the professional competence and standards maintained by certain regulatory and professional bodies, Laidlaw may accept specific professional registrations in place of an IQA report, provided that the professional body is nationally recognised and operates under statutory or formally established regulations in New Zealand. (e.g. Medical Council, Nursing Council, Teaching Council, Chartered Accountancy bodies, etc.) Professional registration will be accepted in place of IQA where it is current and demonstrates that the applicant has achieved at least the equivalent of the minimum academic requirement for the programme. Where a programme requires specific academic subjects or levels of study, additional evidence may still be requested.

- Applicants must provide official confirmation of current professional registration. Admissions will verify the authenticity of the registration directly with the issuing authority, where necessary.
- The Academic Registrar or a delegated staff member will determine whether a professional registration is acceptable as an alternative to IQA. All decisions must be documented and consistently applied.

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 in Christian Ministry programme (offered by Partner Colleges only);
- Entry to one of the Diploma in Christian Studies programmes;
- An offer of entry to one of the Diploma in Christian Studies programmes if 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:

- achieved NCEA level 3 and has met New Zealand university entrance requirements; or
- awarded an International Baccalaureate Diploma or Cambridge A-level qualification for which the teaching and assessment were conducted in English; or

- awarded the Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) or the Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL); or
- completed all primary education (being the equivalent of New Zealand primary school years 1 to 8) and at least three years of secondary education (being the equivalent of three years from New Zealand secondary school years 9 to 13) at schools in New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom and the United States where the student was taught using English as the language of instruction; or
- completed at least five years of secondary education (being the equivalent of New Zealand secondary school years 9 to 13) at schools in one of the countries listed in rule 22.5 where the student was taught using English as the language of instruction; or
- been awarded a Bachelor's degree, Graduate Certificate, Graduate Diploma, Bachelor Honours Degree, Post-graduate Certificate, Post-graduate Diploma, Master's Degree or Doctoral Degree with English as the language of instruction from a tertiary education provider from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom and the United States.
- achieved, within the two years preceding the start date of the programme in which the student is enrolled, one of the internationally recognised proficiency test outcomes specified below for the level of the programme in which the student is enrolling.
    - International English Language Testing System (Academic) (IELTS) - 6.0 with a minimum of 6.0 in writing, reading, speaking, listening
    - Cambridge English Exams: C2 Proficiency (CPE), C1 Advanced (CAE), Cambridge English Exams, B2 First (FCE): minimum of 169 across all bands (listening, reading, writing, speaking and total overall)
    - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL) – C1 expert International ESOL Written (LRW) Pass with no less than 25/50 in each skill and Spoken (S) Pass.
    - Pearson Test of English (Academic) (PToE) score of 52.
    - New Zealand Certificate in English Language (NZCEL) Level 4 (Academic).
    - Test of English as a Foreign Language (TOEFL) (iBT) score of 60 (with a writing score of 18).
- Equivalent - see https://www2.nzqa.govt.nz/assets/About-us/Our-rules-fees-and-policies/NZQA-Rules/2025/Table-for-internationally-recognised-English-proficiency-outcomes-for-international-students.pdf

Police Clearance

It is a condition of enrolment in any internship or practicum 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 from any country in which they have lived for more than 12 months in the last 10 years. This police clearance should be less than six months old and should be presented at the time of application.

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 Academic Dean, Programme Lead, and Head of School.

Charged with an offence

Any Laidlaw College student enrolled in internship or practicum courses charged or convicted of an offence must disclose the charge or conviction in writing to the Head of School within 3 working days. See section 5.6 on Misconduct and Serious Misconduct.

2.5.3.7 GRADUATE CERTIFICATE IN THEOLOGY (GradCertTh)
2.5.3.8 GRADUATE DIPLOMA IN THEOLOGY (GradDipTh)

General Admission Requirements

The normal requirement for admission into the Graduate Certificate in Theology and the Graduate Diploma in Theology programmes is a completed undergraduate degree, or higher qualification, as defined in the New Zealand Qualifications and Credentials Framework (NZQCF)

Applicants must seek NZQA's International Qualification Assessment (IQA) evaluation of their non-NZ (overseas) qualifications prior to applying.

In recognition of the professional competence and standards maintained by certain regulatory and professional bodies, Laidlaw may accept specific professional registrations in place of an IQA report, provided that the professional body is nationally recognised and operates under statutory or formally established regulations in New Zealand. (e.g. Medical Council, Nursing Council, Teaching Council, Chartered Accountancy bodies, etc.) Professional registration will be accepted in place of IQA where it is current and demonstrates that the applicant has achieved at least the equivalent of the minimum academic requirement for the programme. Where a programme requires specific academic subjects or levels of study, additional evidence may still be requested.

- Applicants must provide official confirmation of current professional registration. Admissions will verify the authenticity of the registration directly with the issuing authority, where necessary.
- The Academic Registrar or a delegated staff member will determine whether a professional registration is acceptable as an alternative to IQA. All decisions must be documented and consistently applied.

Special Admission Requirements for the Graduate Certificate in Theology

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 in the current New Zealand environment likely to be regarded as having been gained at a degree level.

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:

- been awarded a Bachelor's degree, Graduate Certificate, Graduate Diploma, Bachelor Honours Degree, Post-graduate Certificate, Post-graduate Diploma, Master's Degree or Doctoral Degree with English as the language of instruction from a tertiary education provider from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom and the United States.
- achieved, within the two years preceding the start date of the programme in which the student is enrolled, one of the internationally recognised proficiency test outcomes specified below for the level of the programme in which the student is enrolling.
    - International English Language Testing System (Academic) (IELTS) - 6.5 with a minimum of 6.0 in writing, reading, speaking, and listening
    - Cambridge English Exams: C2 Proficiency (CPE), C1 Advanced (CAE), Cambridge English Exams, B2 First (FCE): minimum of 176 across all bands (listening, reading, writing, speaking and total overall)
    - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL) – C1 expert International ESOL Written (LRW) High Pass with no less than 25/50 in each skill and Spoken (S) Pass or C2 Mastery International ESOL Written (LRW) Pass with no less than 25/50 in each skill and Spoken (S) Pass.
    - Pearson Test of English (Academic) (PToE) score of 59.
    - New Zealand Certificate in English Language (NZCEL) Level 5 (Academic).
    - Test of English as a Foreign Language (TOEFL) (iBT) score of 79 (with a writing score of 21).
- Equivalent - see https://www2.nzqa.govt.nz/assets/About-us/Our-rules-fees-and-policies/NZQA-Rules/2025/Table-for-internationally-recognised-English-proficiency-outcomes-for-international-students.pdf

Police Clearance

It is a condition of enrolment in any internship or practicum 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 from any country in which they have lived for more than 12 months in the last 10 years. This police clearance should be less than six months old and should be presented at the time of application.

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 Academic Dean, Programme Lead, and Head of School.

Charged with an offence

Any Laidlaw College student enrolled in internship or practicum courses charged or convicted of an offence must disclose the charge or conviction in writing to the Head of School within 3 working days. See section 5.6 on Misconduct and Serious Misconduct.

2.5.3.9 BACHELOR OF THEOLOGY (HONOURS) (BTh (Hons))

General Admission Requirements

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 New Zealand Qualifications and Credentials Framework (NZQCF) , in an appropriate discipline. Entry into the Bachelor of Theology (Honours) is conditional upon:

- A grade point average of 7.5 (B+) in courses of the qualifying undergraduate programme at NZQCF levels 6 and 7; and
- Approval of the Postgraduate Committee.

Applicants must seek NZQA's International Qualification Assessment (IQA) evaluation of their non-NZ (overseas) qualifications prior to applying.

Special Admission Requirements

Serious consideration will be given to those who 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:

- been awarded a Bachelor's degree, Graduate Certificate, Graduate Diploma, Bachelor Honours Degree, Post-graduate Certificate, Post-graduate Diploma, Master's Degree or Doctoral Degree with English as the language of instruction from a tertiary education provider from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom and the United States.

- achieved, within the two years preceding the start date of the programme in which the student is enrolled, one of the internationally recognised proficiency test outcomes specified below for the level of the programme in which the student is enrolling in.
    - International English Language Testing System (Academic) (IELTS) – 7.0 with a minimum of 7.0 in writing, reading, speaking, listening
    - Cambridge English Exams: C2 Proficiency (CPE), C1 Advanced (CAE), Cambridge English Exams, B2 First (FCE): minimum of 191 across all bands (listening, reading, writing, speaking, and total overall)
    - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL) – C1 expert International ESOL Written (LRW) High Pass with no less than 25/50 in each skill and Spoken (S) Pass or C2 Mastery International ESOL Written (LRW) Pass with no less than 25/50 in each skill and Spoken (S) Pass.
    - Pearson Test of English (Academic) (PToE) score of 66 in reading, speaking and listening and a minimum of 82 in Writing.
    - New Zealand Certificate in English Language (NZCEL) Level 5 (Academic).
    - Test of English as a Foreign Language (TOEFL) (iBT) score of 94 (with a writing score of 27).
- Equivalent - see https://www2.nzqa.govt.nz/assets/About-us/Our-rules-fees-and-policies/NZQA-Rules/2025/Table-for-internationally-recognised-English-proficiency-outcomes-for-international-students.pdf

In recognition of the professional competence and standards maintained by certain regulatory and professional bodies, Laidlaw may accept specific professional registrations in place of an IQA report, provided that the professional body is nationally recognised and operates under statutory or formally established regulations in New Zealand. (e.g. Medical Council, Nursing Council, Teaching Council, Chartered Accountancy bodies, etc.) Professional registration will be accepted in place of IQA where it is current and demonstrates that the applicant has achieved at least the equivalent of the minimum academic requirement for the programme. Where a programme requires specific academic subjects or levels of study, additional evidence may still be requested.

- Applicants must provide official confirmation of current professional registration. Admissions will verify the authenticity of the registration directly with the issuing authority, where necessary.
- The Academic Registrar or a delegated staff member will determine whether a professional registration is acceptable as an alternative to IQA. All decisions must be documented and consistently applied.

2.5.3.10 POSTGRADUATE CERTIFICATE IN THEOLOGY (PGCertTh)
2.5.3.11 POSTGRADUATE DIPLOMA IN THEOLOGY (PGDipTh)
2.5.3.12 MASTER OF THEOLOGY (MTh)

General Admission Requirements
The normal requirement for admission into Postgraduate study at Laidlaw is:

- A completed three-year undergraduate degree in Theology or Ministry or equivalent qualification, as defined in the National Qualifications and Credentials Framework of the NZQCF, in an appropriate discipline.
- A bachelor's degree in another field plus a Graduate Diploma in Theology. Entry in conditional upon:
    - A grade point average of 7.0 (B) in courses of the qualifying undergraduate programme at NZQCF levels 6 and 7; or
    - A grade point average of 7.5 (B+) in courses of the qualifying undergraduate programme at NZQCF level 7 for entry into the BTh(Hons); and
- Approval of the Postgraduate Lead.

Applicants should seek NZQA's International Qualification Assessment (IQA) evaluation of their non-NZ (overseas) qualifications prior to applying.

Special Admission Requirements
Serious consideration will be given to those who 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 entry into the PGDipTh. Candidature in the MTh shall be confirmed after the satisfactory completion of the PGDipTh.

Approval will be based on completion of a recognised undergraduate degree in a discipline other than Theology or Ministry and:

- Completion of a Graduate Certificate in Theology with a grade point average of 7.0 (B), or
- The completion of an equivalent programme of study from another institution to bridge into theological study that is approved by the Postgraduate Committee with a grade point average of 7.0 (B) in courses of the qualifying programme at NZQF levels 6 and 7.

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.

When granted Special Admission, students may be asked to complete one or two courses under Certificate of Proficiency, the credits of which can be transferred to the eventual programme of study.

Special admission for the Postgraduate Certificate in Theology (Ministry Supervision)
An additional requirement for special admission to the Postgraduate Certificate in Theology (Ministry Supervision) version of the programme is a minimum of two years of people-focused ministry/professional experience.

Special admission for the Postgraduate Certificate in Theology (Pastoral Leadership)
For the Pastoral Leadership specialisation only, entry is allowed for students with the Graduate Certificate in Theology (Pastoral Leadership) with a GPA of 7.0 (B) or above and with a minimum of 5 years of professional experience in the field of pastoral leadership.

Special admission for the Postgraduate Certificate in Theology (Theology for Education)
Special admission is possible for applicants with a bachelor's degree in education or a bachelor's degree in another field, with a minimum of 2 years of experience in the field of education. 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.

Admission Requirements and Flexible Structures for MTh

Level 8 Entry: 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 circumstances, 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.

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:

- been awarded a Bachelor's degree, Graduate Certificate, Graduate Diploma, Bachelor Honours Degree, Post-graduate Certificate, Post-graduate Diploma, Master's Degree, or Doctoral Degree with English as the language of instruction from a tertiary education provider from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom and the United States.
- achieved, within the two years preceding the start date of the programme in which the student is enrolled, one of the internationally recognised proficiency test outcomes specified below for the level of the programme in which the student is enrolling.
    - International English Language Testing System (Academic) (IELTS) – 7.0 with a minimum of 7.0 in writing, reading, speaking, listening
    - 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 for Speakers of Other Languages qualifications by City and Guilds (IESOL) – C1 expert International ESOL Written (LRW) High Pass with no less than 25/50 in each skill and Spoken (S) Pass or C2 Mastery International ESOL Written (LRW) Pass with no less than 25/50 in each skill and Spoken (S) Pass.
    - Pearson Test of English (Academic) (PToE) score of 66 in reading, speaking and listening and a minimum of 82 in Writing.
    - New Zealand Certificate in English Language (NZCEL) Level 5 (Academic).
    - Test of English as a Foreign Language (TOEFL) (iBT) score of 94 (with a writing score of 27).
- Equivalent - see https://www2.nzqa.govt.nz/assets/About-us/Our-rules-fees-and-policies/NZQA-Rules/2025/Table-for-internationally-recognised-English-proficiency-outcomes-for-international-students.pdf

Police Clearance

It is a condition of enrolment in any of the Pastoral Leadership Pathway programmes (PLP) 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 from any country in which they have lived for more than 12 months in the last 10 years. This police clearance should be less than six months old and should be presented at the time of application.

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 Academic Dean, Programme Lead, and Head of School.

Charged with an offence
Any Laidlaw College student enrolled in ministry supervision courses charged or convicted of an offence must disclose the charge or conviction in writing to the Head of School within 3 working days. See section 5.6 on Misconduct and Serious Misconduct.

2.5.4 BACHELOR OF ARTS TE TOHU PAETAHI (BA)

2.5.4.1 ADMISSION REQUIREMENTS FOR BACHELOR OF ARTS (TE REO MĀORI)

To be accepted into this programme, an applicant must:

- be at least 16 years of age
- be a New Zealand citizen (or citizen of Australia, Tokelau, Niue, Cook Islands) or permanent resident
- reside in New Zealand
- have successfully completed NCEA Level 3 Te Reo Māori or a New Zealand Certificate in Te Reo Māori Level 4 may
- meet with a kaiako to discuss course workload and commitment

Or

- successfully complete the pre-entry assessment
- meet with a kaiako to discuss course workload and commitment

2.5.4.2 GENERAL ADMISSION REQUIREMENTS FOR BACHELOR OF ARTS (EXCEPT TE REO MĀORI)

To gain entry to the Bachelor of Arts programme, candidates must have:

- University entrance
- NCEA Level 3
- 14 credits at Level 3 in each of the three approved subjects
- 10 Literacy credits at Level 2 or above, made up of 5 credits in reading and 5 credits in writing.
- 10 Numeracy credits at Level 1 or above, made up of:
  - co-requisite Level 1 Numeracy unit standard 32406 or Te Pāngarau unit standard 32412, or
  - certain achievement standards.

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

All equivalences must be documented.

Applicants must seek NZQA's International Qualification Assessment (IQA) evaluation of their non-NZ (overseas) qualifications prior to applying.

In recognition of the professional competence and standards maintained by certain regulatory and professional bodies, Laidlaw may accept specific professional registrations in place of an IQA report, provided that the professional body is nationally recognised and operates under statutory or formally established regulations in New Zealand. (e.g. Medical Council, Nursing Council, Teaching Council, Chartered Accountancy bodies, etc.) Professional registration will be accepted in place of IQA where it is current and demonstrates that the applicant has achieved at least the equivalent of the minimum academic requirement for the programme. Where a programme requires specific academic subjects or levels of study, additional evidence may still be requested.

- Applicants must provide official confirmation of current professional registration. Admissions will verify the authenticity of the registration directly with the issuing authority, where necessary.
- The Academic Registrar or a delegated staff member will determine whether a professional registration is acceptable as an alternative to IQA. All decisions must be documented and consistently applied.

Special Admission

For applicants who do not meet the above requirements, an Entry Assessment may be required.

- Includes a literacy test.
  Dates for assessment will be advised.

Possible study options can arise depending on the assessment result:

- An offer of entry to a level 4 or level 5 programme
- An offer of entry to another Laidlaw programme
- Entry to the BA (if appropriate)

Entry Points into the BA

- Applicants who have completed the New Zealand Certificate in Christian Ministry (Level 4) with a strand in Internship may be eligible to enter the first year of the degree.
- Applicants who have completed Te Pōkairua Reo (Rumaki) (Te Kaupae 5) may be eligible to enter the second year of the degree.
- Applicants who have completed the New Zealand Certificate in Youth Work (Level 5) may be eligible to enter the second year of the degree.

- Applicants who have completed the New Zealand Diploma in Christian Studies (Level 5) with either a strand in Christian Leadership or Theological Studies may be eligible to enter the second year of the degree.
- Applicants who have completed both Te Pōkairua Reo (Rumaki) (Te Kaupae 5) and Te Pōkairua Reo (Rumaki) (Te Kaupae 6) may be eligible to enter the third year of the degree. Applications for credit transfer must be submitted within five years of completing Te Pōkairua Reo (Rumaki) (Te Kaupae 6).

Qualification Completed	**Entry Year of the BA Degree***
New Zealand Certificate in Christian Ministry (Level 4) with a strand in internship	First Year
Te Pōkairua Reo (Rumaki) (Te Kaupae 5)	Second Year
New Zealand Certificate in Youth Work (Level 5)	
New Zealand Certificate in Christian Studies (Level 5) with either a strand in Christian Leadership or Theological Studies	
Te Pōkairua Reo (Rumaki) (Te Kaupae 5) and Te Pōkairua Reo (Rumaki) (Te Kaupae 6)	Third Year

*Eligibility is subject to the credit transfer rules (see section 2.6.3.4 of the Gen Regs).

English Language Requirements (except for the Te Reo Māori specialisation)

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:

- achieved NCEA level 3 and has met New Zealand university entrance requirements; or
- awarded an International Baccalaureate Diploma or Cambridge A-level qualification for which the teaching and assessment were conducted in English; or
- awarded the Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) or the Trinity College London Certificate in Teaching English to Speakers of Other Languages (CertTESOL); or
- completed all primary education (being the equivalent of New Zealand primary school years 1 to 8) and at least three years of secondary education (being the equivalent of three years from New Zealand secondary school years 9 to 13) at schools in New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom and the United States where the student was taught using English as the language of instruction; or
- completed at least five years of secondary education (being the equivalent of New Zealand secondary school years 9 to 13) at schools in one of the countries listed in rule 22.5 where the student was taught using English as the language of instruction; or
- been awarded a Bachelor's degree, Graduate Certificate, Graduate Diploma, Bachelor Honours Degree, Post-graduate Certificate, Post-graduate Diploma, Master's Degree or Doctoral Degree with English as the language of instruction from a tertiary education provider from New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom and the United States.

- achieved, within the two years preceding the start date of the programme in which the student is enrolled, one of the internationally recognised proficiency test outcomes specified below for the level of the programme in which the student is enrolling.
    - International English Language Testing System (Academic) (IELTS) - 6.0 with a minimum of 6.0 in writing, reading, speaking, listening
    - Cambridge English Exams: C2 Proficiency (CPE), C1 Advanced (CAE), Cambridge English Exams, B2 First (FCE): minimum of 169 across all bands (listening, reading, writing, speaking and total overall)
    - International English for Speakers of Other Languages qualifications by City and Guilds (IESOL) – C1 expert International ESOL Written (LRW) Pass with no less than 25/50 in each skill and Spoken (S) Pass.
    - Pearson Test of English (Academic) (PToE) score of 52.
    - New Zealand Certificate in English Language (NZCEL) Level 4 (Academic).
    - Test of English as a Foreign Language (TOEFL) (iBT) score of 60 (with a writing score of 18).
- Equivalent - see https://www2.nzqa.govt.nz/assets/About-us/Our-rules-fees-and-policies/NZQA-Rules/2025/Table-for-internationally-recognised-English-proficiency-outcomes-for-international-students.pdf

Police Clearance

It is a condition of enrolment in any internship or practicum 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 from any country in which they have lived for more than 12 months in the last 10 years. This police clearance should be less than six months old and should be presented at the time of application.

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 Academic Dean, Programme Lead, and Head of School.

Charged with an offence

Any Laidlaw College student enrolled in internship or practicum courses charged or convicted of an offence must disclose the charge or conviction in writing to the Academic Dean within 3 working days. See section 5.6 on Misconduct and Serious Misconduct.

2.5.4.3 ADDITIONAL ADMISSION REQUIREMENTS FOR BACHELOR OF ARTS (CHAPLAINCY)

Minimum Age

Applicants for the specialisation in Chaplaincy must be at least 20 years of age on or before the first day of the semester in which the proposed programme of study is offered.

Selection Interview
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.

Police Clearance
It is a condition of enrolment in any Chaplaincy specialisation or any chaplaincy courses 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 from any country in which they have lived for more than 12 months in the last 10 years. This police clearance should be less than six months old and should be presented at the time of application.

Charged with an offence
Any Laidlaw College student enrolled in internship or practicum courses charged or convicted of an offence must disclose the charge or conviction in writing to the Academic Dean within 3 working days. See section 5.6 on Misconduct and Serious Misconduct.

2.5.4.4 ADDITIONAL ADMISSION REQUIREMENTS FOR BACHELOR OF ARTS (YOUTH WORK)

Selection Interview
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.

Police Clearance
It is a condition of enrolment in any Youth Work programmes 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 from any country in which they have lived for more than 12 months in the last 10 years. This police clearance should be less than six months old and should be presented at the time of application.

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 Academic Dean, Programme Lead, and Head of School.

Charged with an offence
Any Laidlaw College student enrolled in internship or practicum courses charged or convicted of an offence must disclose the charge or conviction in writing to the Academic Dean within 3 working days. See section 5.6 on Misconduct and Serious Misconduct.

2.5.5 TE WĀNANGA IHORANGI

2.5.5.1 TE REO TOROHŪ (LEVEL 1-4) (TRT1-4) LEADING TO THE NEW ZEALAND CERTIFICATE IN MĀORI LANGUAGE / TE PŌKAITAHI REO (LEVEL 1-4)

General Admission Requirements

A student may be admitted to these programmes if they:

- Are at least 16 years of age at the commencement of the programme, or must have been granted an exemption from attending school under Section 38 or Section 39 of the Education and Training Act 2020. Such an exemption may be granted by the Secretary for Education or by a delegated authority, such as the principal of the school in which the learner is enrolled.
- Are a citizen of New Zealand, Australia, Tokelau, Niue, or the Cook Islands, or be permanent residents of New Zealand.
- Reside in New Zealand
- Have met with a teacher/kaiako to discuss the workload and the applicant's availability to commit to the programme.

If a student wishes to enrol in Level 1:

- Their knowledge of te reo Māori should be limited or non-existent.

If a student wishes to enrol in Level 2:

- Their knowledge of te reo Māori should be at a basic level, including pronunciation and simple sentence structures.
- The applicant should have first completed Level 1 at Te Wānanga Ihorangi

There is no formal pre-entry assessment. However, if a learner has not completed the level immediately below the one they are applying for, they must meet with a kaiako. This meeting will help determine whether the learner is prepared for entry at that level, or whether placement at a different level would be more appropriate.

If a student wishes to enrol in Level 3:

- Applicants should have prior experience in te reo Māori, ideally having completed Level 2 at Te Wānanga Ihorangi or an equivalent programme.

There is no formal pre-entry assessment. However, if a learner has not completed the level immediately below the one they are applying for, they must meet with a kaiako. This meeting will help determine whether the learner is prepared for entry at that level, or whether placement at a different level would be more appropriate.

If a student wishes to enrol in Level 4:

- Applicants should have a solid foundation in te reo Māori, ideally having completed Level 3 at Te Wānanga Ihorangi or an equivalent programme.

There is no formal pre-entry assessment. However, if a learner has not completed the level immediately below the one they are applying for, they must meet with a kaiako. This meeting will help determine whether the learner is prepared for entry at that level, or whether placement at a different level would be more appropriate.

2.5.5.2 TE REO IHIRANGI (LEVEL 5) LEADING TO THE TE PŌKAIRUA REO (RUMAKI) (TE KAUPAE 5)/NEW ZEALAND DIPLOMA IN TE REO (RUMAKI) (LEVEL 5)

General Admission Requirements

A student must:

- be at least 16 years of age (an exemption from attending school has been granted) at the commencement of the programme
- be a New Zealand citizen (or citizen of Australia, Tokelau, Niue, Cook Islands) or a permanent resident
- reside in New Zealand
- have successfully completed a te reo Māori qualification at Level 4
- meet with a kaiako to discuss course workload and commitment

OR

- successfully complete the pre-entry assessment
- meet with a kaiako to discuss course workload and commitment

2.5.5.3 TE REO MARUATA (LEVEL 6) LEADING TO THE TE PŌKAIRUA REO (RUMAKI) (TE KAUPAE 6) / NEW ZEALAND DIPLOMA IN TE REO (RUMAKI) (LEVEL 6).

General Admission Requirements

A student must:

- be at least 16 years of age (an exemption from attending school has been granted) at the commencement of the programme
- be a New Zealand citizen (or citizen of Australia, Tokelau, Niue, Cook Islands) or a permanent resident
- reside in New Zealand
- have successfully completed a te reo Māori qualification at Level 5 or Year One of a te reo Māori degree (Rumaki), and
- meet with a kaiako to discuss course workload and commitment

OR

- successfully complete the pre-entry assessment (direct entries only)
- meet with a kaiako to discuss course workload and commitment

2.5.6 OTHER

2.5.6.1 CERTIFICATE OF PROFICIENCY / TOHU A PUKENGA MATAURANGA

Students who wish to take a Laidlaw course without entering a programme may apply to do so for credit as a Certificate of Proficiency (CoP) or Tohu a Pukenga Matauranga (TPM). Entry requirements may apply for a particular level of study or admission to a specific programme. Entry into the course is at the discretion of the relevant Academic Head. Typically, no more than one course may be taken as CoP per semester. All academic regulations as part of a programme apply. Upon successful completion of the course, the student will receive an academic record with a final grade and credits. No certificate is issued for this option.

Students who have completed courses through CoP or TPM may apply to have those courses internally transferred into a Laidlaw programme through Laidlaw's Credit Recognition regulations for Internal Credit Transfer (see section 2.7.4.3). The maximum credits possible through internal cross-crediting of the Certificate of Proficiency/Tohu a Pukenga Matauranga is up to one-third of the qualification being sought.

Students enrolling in a CoP with the intention of seeking admission to the Bachelor of Counselling are required to be at least 20 years of age on or before the first day of the semester in which the proposed programme of study is offered. Any exception to this age requirement must be approved by the Head of School. Students who wish to enrol in Bachelor of Counselling courses as a CoP may be required to meet with the Head of School or another appointed lecturer prior to the acceptance of their application. Some courses may have prerequisite requirements.

Bachelor of Education (Primary) and Graduate Diploma in Education (Secondary) cannot enrol in COP courses.

2.5.6.2 STUDY FOR INTEREST ONLY

Students who wish to take a Laidlaw course without entering a programme and without completing assessments may apply to do that course as Interest Only. This allows a student to attend lectures where applicable and access course resources on Moodle; however, they will not be permitted to submit any assessments.

The minimum age for enrolment as an 'Interest Only' student studying on campus is 18 years of age at the time of enrolment. Students who are 17 years of age may be permitted to study as Interest Only students by Distance Learning only and are not eligible to attend classes on campus. Further allowances or exceptions to these provisions may be approved at the discretion of the Academic Dean.

International students cannot enrol in courses for Interest Only.

Upon course completion, credits will not be awarded, and the course cannot be transferred to an award.

2.5.6.3 OFFSHORE INTERNATIONAL STUDENTS

International students residing in a country other than New Zealand may apply for entry into a programme that has approval for delivery by distance learning. Currently, this applies only to School of Theology programmes.

All courses are to be taken as distance learning courses and will incur international tuition fees.

2.6 FEES AND FINANCIAL INFORMATION

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

2.6.1 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 assessments. The minimum requirements are Microsoft Word 365 or equivalent software that can save documents in 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 80 Central Park Drive, Henderson, Auckland. Further information is available by emailing oliveshoots@laidlaw.ac.nz or calling 09 836 7838.
- Medical and Travel Insurance: International students must have appropriate and current medical and travel insurance that complies with the Code of Pastoral Care while studying in New Zealand. It is recommended that this be purchased through Laidlaw College for the full length of the programme at the time of acceptance. The cost is approximately NZD670 per year, per person, or NZD1550 per family. These amounts are outside the control of Laidlaw College and are subject to change. Further information is available by emailing admissions@laidlaw.ac.nz. Proof of medical and travel insurance will be required before an offer of a 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 $450.

- International Qualification Assessment (IQA): NZQA's qualification recognition service evaluates overseas qualifications to check the type of qualification and its level (Level 1 to 10) on the New Zealand Qualifications and Credentials Framework (NZQCF). Fees for a standard IQA for one qualification are $445.00. Further information can be found on the NZQA website

2.6.2 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.

Most Laidlaw College programmes qualify for student loans and allowances. Full and part-time domestic students may access loans (provided all criteria are met). Allowances are normally 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 Postgraduate Certificate in Theology, Postgraduate Diploma in Theology, or Master of Theology are **not** eligible for allowances.

Students enrolled in the Certificate of Proficiency (CoP) or Tohu a Pukenga Matauranga (TPM) or Non Formal (Interest Only) courses 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.

2.6.3 SCHOLARSHIPS AND BURSARIES

Laidlaw College provides access to several scholarships, bursaries, and funds for students studying in New Zealand. All scholarships are annual unless otherwise stated. Scholarship and Bursary award decisions are made by the Laidlaw College Scholarships Committee based on a completed application form.
Applications for the following year must be received by the 1st day of December each year or as specified on the Laidlaw College 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, the quality of applications, and the number of applicants in a given year.
For further information, please see the Laidlaw website www.laidlaw.ac.nz/scholarships

2.6.4 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. www.laidlaw.ac.nz/fees

Laidlaw College meets the fee protection requirements of the Education and Training Act 2020 by ensuring all fees are paid directly 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 assessments 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 course assessments will not be marked or returned;
- 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 will not be entitled to receive a letter of completion;
- the person will not be entitled to graduate

2.5.4.1 PAYMENT DEFAULT

Should a student be in default of the Fee Regulations and Fee Payment Terms as outlined above, Laidlaw College can, at its absolute discretion, lodge in the appropriate form a notice of default with a credit bureau or agency of its choosing, advising of the failure to comply with the regulations. Such notice of default is to include, but not be limited to, failure to make payment of monies due, the status of the account, and the amount involved.

Laidlaw College is not liable for any action that may be taken by any party who becomes aware of the default lodged against a student and the sole responsibility of Laidlaw College, at Laidlaw College's sole discretion will be to arrange for the removal of the default notice, should the default be found to be without substance, or alternatively to arrange for the default to be noted as having been paid, if this is, in fact, the situation.

2.5.4.2 ACCOUNT COLLECTION

Laidlaw College may, at its discretion, forward details of any amounts remaining outstanding and overdue for payment to a recovery agent of Laidlaw College's choosing for the purpose of effecting the collection of any monies owing under these regulations.

Should Laidlaw College utilise the services of a recovery agent, including but not limited to, a debt collection company, private investigator, legal agent, or solicitor, the student undertakes to indemnify and make payment to Laidlaw College all costs, including all costs as between solicitor and client, debt collection costs, or other whether these costs be on a fixed or contingent basis, in regard to the collection of any monies owed by the student. If a decision is made by Laidlaw College to recover the costs using legal proceedings, these costs may, at the discretion of Laidlaw College, form part of the claim against the student and be added to the amount owed.

If Laidlaw fails or appears to fail to enforce any of its rights under this Agreement, it has not waived or minimised those rights and retains the right to enforce the terms and conditions of these regulations at any point in time of Laidlaw College's choosing.

2.6.5 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 payment 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 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 Chief Financial Officer.

2.7 ENROLMENT

2.7.1 LIMIT ON STUDY LOAD

Students may not undertake more than 60 credits per regular semester (or not 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.

2.7.2 ATTENDANCE REQUIREMENTS FOR ON-CAMPUS COURSES

Full attendance at lectures, tutorials, seminars, and other forms of designated classwork is expected of students enrolled as on-campus students. Attendance is recorded as either 'present,' 'absent,' 'late,' or 'explained absence'/'excused.'

If a student is absent for reasons of ill health, the ill health of a dependant, bereavement, or tangihanga, they must inform the lecturer (preferably in writing via email or Teams), and it is considered an 'explained absence'. If a domestic student is away for more than three consecutive classes in a course for reasons of illness, a medical certificate may be required to support the explained absence.

Total attendance in a course is calculated in reference to 'absences' only; that is explained absences are not taken into account when total attendance is calculated. Unsatisfactory attendance is considered as less than 80% total attendance, and is grounds for failure of a course. Unsatisfactory attendance in all courses may lead to the student being placed on Academic Probation or Conditional Enrolment.

Students who are not present at the start of class will be marked as 'late'. Students who are not present fifteen minutes after the start of class will be marked as 'absent'- this may be noted as an 'explained absence' if this occurs for reasons of ill health, bereavement, or tangihanga, or extraordinary circumstances.

A pattern of early departure from class will also be considered as absence, and in such cases, the Head of Programme or Academic Registrar will consider appropriate disciplinary measures.

In cases where students at only one campus location have a regional public holiday, and the class is still held, students will be marked as an 'explained absence'.

International students on a student visa should note that their attendance will be monitored with special vigilance, and they are expected to be in class at all times as required by the conditions of their visa. That is, for international students, total attendance of less than 100% is considered to be unsatisfactory attendance.

'Explained absences' can be granted for reasons of ill health, the ill health of a dependant, bereavement, or tangihanga, and are not taken into account when the total attendance is calculated. International students should inform the lecturer and Student Support via email that they will be absent for reasons of bereavement or illness, and must provide a medical certificate in instances of illness.

Immigration New Zealand will be informed of any international students in danger of failing to meet 80% attendance, including explained absences.

Bachelor of Counselling: The minimum attendance requirement at lectures and groups across the BCouns is 80%. Note that this is 80% attendance in lectures and 80% attendance in groups. Courses delivered using block days have a minimum attendance requirement of 75%.

Lecturers may require any student who has missed a lecture or portion of a block course to provide a reflection on the content taught in the missed lecture, as determined by the lecturer. Students may also be required to submit an alternative assessment if group absences exceed 2 for reasons other than exceptional circumstances.

Bachelor of Education (Primary) and Graduate Diploma in Education (Secondary): All students are required to meet a minimum of 80% attendance in every course each semester. Any student whose attendance falls below this level may not be able to complete the co-requisite practicum papers required. Put simply, students will not be able to go on practicum if their attendance falls below the 80% requirement.

Lecturers will require any student who has missed a lecture to provide a 500-word summary of the content taught in the missed lecture, along with evidence that the student has interacted with any relevant Moodle-based activities or tasks for every lecture they have missed.

Students who fail to meet the 80% attendance requirement in one or more courses during a semester will be required to have a face-to-face conversation with student support or the Head of Education or location lead to make a plan for their well-being and study load going forward. If concerns are high a student may be put on academic probation and required to lessen their study load (i.e. moving from full-time to part-time).

These requirements relate to commitment to content and recognise the pedagogical nature of lectures where teaching practice is modelled.

Te Wānanga Ihorangi: Students are expected to be present for karakia at the start of the day. Students who are not present at the start of class will be marked as 'late'. Students who are not present thirty minutes after the start of class will be marked as 'absent'—this may be noted as an 'explained absence' if this occurs for reasons of ill health, or bereavement, or tangihanga, or extraordinary circumstances.

2.7.3 LECTURES

2.7.3.1 PERSONAL RECORDING OF LECTURES AND TUTORIALS

Students may make personal recordings of lectures to supplement their learning in class. In addition, a student may, at the request of a fellow student who is absent from the class, make a recording on their behalf for their personal use.

Students are strictly prohibited from sharing, distributing, uploading, publishing, or otherwise disseminating any recordings, whether in whole or in part, through any medium (including social media, messaging apps, cloud storage, or learning platforms). Teaching materials and recordings remain the intellectual property of the College and/or the lecturer. Permission to record does not transfer or imply any rights to reproduce, adapt, or distribute the recording.

The consent of the lecturer is required for all personal recordings. Lecturers may specify conditions or may decline permission where appropriate for pedagogical, cultural, ethical, or privacy reasons.

Recording is not permitted during any portion of a class involving:

- extended student discussion
- personal reflection activities
- group work
- any contribution from classmates that may reasonably be considered personal, identifiable, or sensitive

Students must stop recording during these portions unless explicit permission is granted by all participants and the lecturer.

Recording of online tutorials, livestreamed sessions, or video-conferenced classes (including screen-capture, audio-capture, or recording embedded chat) is not permitted unless expressly authorised by the lecturer.

2.7.4 CREDIT RECOGNITION

Laidlaw College recognises learning that takes place in a variety of different ways and in different places. Formal learning takes place in structured and recognised educational settings, such as a school, college or university where students receive a certificate or award to indicate that the learning has occurred. Non-formal learning is planned or structured learning that takes place outside of the formal education system. Informal learning takes place more through work and life experiences without formal structure or recognition. Laidlaw College recognises formal, non-formal, and informal learning to help students achieve the qualification they are working towards.

Credit recognition decisions must ensure that any qualification awarded by Laidlaw College accurately reflects that the learner has achieved the required learning outcomes and standards of the qualification.

For all RPL and cross-credit decisions, Laidlaw College will maintain clear records including the amount of credit awarded, mapping of prior learning to learning outcomes, the assessment method used, and evidence and verification of the learner's achievement. RPL and cross credit assessments are subject to Laidlaw College's quality assurance processes.

Applications for RPL or cross credit may be made prior to enrolment or at any stage during a learner's programme of study. Learners are encouraged to apply as early as possible to support programme planning.

Application for credit recognition involves an administrative fee, which is advised on the Application for Credit Recognition online form. Applications for credit recognition will be assessed within a reasonable timeframe following submission of all required documentation. The standard processing timeframe is two weeks. Complex applications (e.g., those requiring additional assessment or external verification) may take longer. Students will be formally notified of the outcome of their application by the Academic Registrar via email. Students can appeal the outcome of a credit recognition application by writing to the Academic Registrar

Where credit is awarded after enrolment and results in a change to the learner's programme of study:

- Immigration New Zealand will be notified where required for international students; and
- Laidlaw College will ensure that no TEC funding is claimed for the components of the programme for which credit has been awarded.
- Credit awarded through RPL or cross-credit will be clearly identified on the learner's academic transcript.

2.7.4.1 EXTERNAL CROSS CREDITS

Cross-crediting allows students to gain credit for tertiary-level studies undertaken at another institution. Cross-crediting will be done based on matching course outlines, learning outcomes, and assessments passed against those of the courses appropriate for the programme enrolled in. Where there is no direct match between courses, a minimum 80% match is acceptable. Full documentation must be provided to validate the claim for cross-crediting of courses.

The work completed must be equivalent to and at the same level as the Laidlaw College programme the student is enrolled in. Where prior learning was completed some time ago, Laidlaw College will assess whether the knowledge and skills are current. A general guideline is that learning completed within the past eight years will be considered; however, evidence of current competence may be required.

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.

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 a course at another recognised tertiary institution that is not equivalent to a Laidlaw College course but is related to the subject areas of the Laidlaw College programme that the student is enrolled in.
- A maximum of 45 credits of Unspecified Cross Credits is allowed from courses that are unrelated to the subject areas of the Laidlaw College programme that the student is enrolled in, subject to the approval of the Academic Head. These unrelated courses should form part of a coherent rationale for an intentional vocational or study plan.

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

2.7.4.2 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 time required to achieve a qualification by recognising learning that has not been taken toward a formal qualification. Examples are Christian ministry experience or achievement in a related profession.

RPL will be awarded based on matching the prior learning outcomes and assessments, levels, and credits against those of the Laidlaw College programme in which the student is enrolled.

Assessment of Recognition of Prior Learning (RPL) will be conducted using assessment methods that provide a suitable appraisal of the learner's knowledge or ability. This may include task-based assessment, interview, evaluation of evidence provided by the learner, and/or external endorsement or reference. All RPL assessments must ensure that evidence is current and demonstrates present capability; authentic and verified by the appropriate authority; and relevant to the learning outcomes being credited.

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.

2.7.4.3 INTERNAL CREDIT TRANSFER

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

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

The maximum credits possible through cross-crediting and/or recognition of prior learning will normally not exceed one-third of the qualification being sought. This limit ensures the integrity of the qualification and that graduates have achieved the required outcomes of Laidlaw College programmes. Exceptions may be approved in accordance with programme-specific requirements and academic approval processes.

Students who have completed both Te Pōkairua Reo (Rumaki) (Te Kaupae 5) and Te Pōkairua Reo (Rumaki) (Te Kaupae 6) through Te Wānanga Ihorangi are eligible to apply for the transfer of all 240 credits into the Bachelor of Arts Te Tohu Paetahi. Applications for credit transfer must be submitted within five years of completing Te Pōkairua Reo (Rumaki) (Te Kaupae 6).

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.

2.7.5 CHANGING 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.

2.7.5.1 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. If the addition of courses results in a total enrolment exceeding the approved credit limit for undergraduate programmes (60 credits per semester), approval must be obtained from the Academic Head.

Withdrawal from a course

Students who wish to withdraw from a course or courses must submit a Change of Enrolment form, which must be approved by the Programme Advisor. When a student withdraws from a course, StudyLink or Immigration New Zealand will be notified if required.

Please see the table below for details of withdrawal dates, applicable fees, and academic penalties.

Withdrawal from a block course

For the purpose of withdrawals from block and intensive courses, students should note that the official start time of a block course is the first day of the semester, regardless of the timing of any intensive teaching period.

Withdrawals after any intensive teaching period has commenced will not receive any refund of tuition for that course. Students who wish to withdraw from a course or courses must submit a Change of Enrolment form, which must be approved by the Programme Advisor.

Please see the table below for details of withdrawal periods, applicable fees, and academic penalties.

When a student withdraws from a block 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, they will be required to pay the difference in fees between the courses. The administration fee will be waived.

Change to Mode of Study

A student can change their mode of study from on-campus to distance learning and vice versa up to 21 calendar days from the start of the semester.

However, a distance learning course cannot be added 14 days after the start of the semester without approval from the Academic Head.

Change of Enrolment Form
Students can submit one Change of Enrolment form per semester without an administrative fee. Each additional form submitted within the same semester will incur a $50 fee.

2.7.5.2 FINAL DATES FOR COURSE CHANGE REFUNDS

Final Change Dates	**Add a course**		**Delete a course**			
	Allowed	*Fee*	*Allowed*	*Refund*	*Fee*	*Academic penalty*
Up to and including 14 calendar days from the start of the semester	Yes	Yes (second or subsequent COE)	Yes	Yes	Yes (second or subsequent COE)	No - the course is removed from the academic record.
From 15 to 21 calendar days from the start of the semester	Only with the HoS approval	Yes (second or subsequent COE)	Yes	Yes	Yes (second or subsequent COE)	No - the course is removed from the academic record
From 22 to 49 calendar days from the start of the semester	No	N/A	No	No	No	The course is shown as Withdrawn (WDN) on the academic record
From 50 calendar days from the start of the semester to 21 days before end of semester	No	N/A	No	No	No	The course will be shown as Did Not Complete (DNC) on the academic record
Within 21 days from end of semester	No	N/A	No	No	No	The course will show as a calculated grade on the academic record.

2.7.5.3 WITHDRAWAL FROM A PROGRAMME OF STUDY

A student can withdraw from a programme of study only in their first semester of enrolment. Withdrawal from a programme will result in withdrawal from all enrolled courses.

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.

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.

In exceptional circumstances, a student may apply for withdrawal from a programme on compassionate grounds after the published withdrawal deadline. Compassionate grounds normally involve circumstances beyond the student's control that have significantly impaired their ability to continue or complete their studies. Applications must be made in writing to the Academic Registrar and supported by relevant evidence where requested. The Academic Registrar will consider each application on a case-by-case basis in consultation with the Academic Dean or Academic Quality Director, and will notify the student of the outcome in writing.

2.7.5.4 REFUNDS WHEN WITHDRAWING FROM A PROGRAMME OF STUDY

Domestic Students
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 course 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.

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 assessed based on individual circumstances. Withdrawals after this time will not be eligible for a refund of tuition fees for that semester.

International Students
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.

2.7.5.5 FINAL DATES FOR PROGRAMME WITHDRAWAL REFUNDS

Final Change Dates	**Withdraw from a programme**			
	Allowed	*Refund*	*Fee*	*Academic penalty*
Up to and including 21 calendar days from the start of the semester	Yes	Yes	Less 10% or $500 of the total tuition fees, whichever is less.	No – the programme is removed from the academic record.
From 22 to 49 calendar days from the start of the semester	No	No	No	The courses enrolled in the programme will be shown as Withdrawn (WDN) on the academic record
From 50 calendar days from the start of the semester to 21 days before the end of the semester	No	No	No	The courses enrolled in the programme will be shown as Did Not Complete (DNC) on the academic record
Within 21 days from the end of the semester	No	No	No	The courses enrolled in the programme will be shown as the calculated grade on the academic record

2.7.6 DISENGAGEMENT FROM STUDY

A student is considered to have disengaged from their study when they have failed to submit all required assessments for a course and have ceased attending classes (for campus students) or engaging with Moodle (for distance learning students) up to three weeks (21 days) before the end of the semester.

Prior to and including Day 21 of a semester

If a student has not engaged in the course:

- Student Services will withdraw the student, and the student will receive a full refund of fees.
- The course will not appear on the student's Academic Record.

Day 22-49 of a semester

- Distance Learning Students

If a student has stopped accessing Moodle and has stopped submitting assessments between Day 22 – 49 of the semester:

- The student will be withdrawn from the course.
- The withdrawal date will be recorded as the day after the student's last Moodle access.
- The course final grade will be WDN.

- Campus Students

If a student has stopped attending classes and has stopped submitting their assessment between Day 22 – 49 of the semester:

- They will be withdrawn from the course.
- The withdrawal date will be the day after their last date of attendance.
- The course final grade will be WDN.

Day 50 and beyond of a semester

- Distance Learning Students

If a student has not accessed Moodle and has stopped submitting assessments between Day 50 of and 21 days before the end of the semester:

- The student will be withdrawn from the course.
- The withdrawal date will be recorded as the day after the student's last Moodle access.
- The course final grade will be DNC.
-

- Campus Students

If a student stops attending classes and has stopped submitting assessments between Day 50 of and 21 days before the end of the semester:

- They will be withdrawn from the course.
- The withdrawal date will be the day after their last date of attendance.
- The course grade will be DNC.

- If a Distance Learning or Campus student fails to submit assessments after the late submission period or after the semester ends, and does not have an ILP in place:
  - They will not be withdrawn from the course.
  - A calculated grade will be applied, with 0% for each unsubmitted assessment.
  - Counselling and Education programmes: Final grade will be D or F (as all assessments must achieve at least 50%).
  - Theology programmes: Final grade will be D or F, unless the calculated grade is a pass and all Learning Outcomes have been met.

2.8 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	40	1 year/2 semesters	2 years
Certificate	60	0.5 years/ 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/6 semesters	8 years [1, 2]
Bachelor's Degree with Honours	120	1 year/2 semesters	3 years
Graduate Certificate	60	0.5 years/ 1 semester	2 years
Graduate Diploma	120 - 135	1 year/2 semesters	4 years[2]
Postgraduate Certificate	60	0.5 years/ 1 semester	2 years
Postgraduate Diploma	120	1 year	3 years
Master's Degree	120	1 year	3 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 the 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. The Henderson and Christchurch campuses have their own well-resourced libraries, with both print and electronic resources available. Distance Learning students 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 cards are able to borrow items from the library. Students need to familiarise 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.
- Loan Recalls: Books Loan 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 campuses have individual study spaces available, as well as group study rooms, which need to be booked at the Welcome Pod in Henderson or the Reception Desk in Christchurch. 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
- 30c 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 this 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 to facilitate 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 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 section 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 their actions and activity within their account. Unacceptable uses of the network will result in the suspension or revocation of these privileges and may also 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 exceeds 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 the viewing of pornographic and other unethical material. Abuse of this nature will result in termination of the 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 the distribution of chain emails, or engaging in any active political activity;
- Degrading or disrupting equipment, software, or system performance;

- Vandalising the data of another user, commercial entity, or other group;
- Gaining unauthorised 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 that would compromise the security of any Laidlaw College computer or server, such as downloading, exchanging, storing, or printing unauthorised 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;
- Familiarising 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 of 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 their personal data is secure and adequately backed up. Laidlaw is not responsible for lost or corrupted files and cannot provide services to recover these files.

3.2.3 USE OF ARTIFICIAL INTELLIGENCE AGENTS

Using artificial intelligence agents, automated browsers, bots, or similar technologies to access or interact with Laidlaw College systems in a manner that replaces or simulates their own participation. This includes the use of any digital system designed to:

- log in, navigate, or operate within institutional platforms on the student's behalf;
- complete academic tasks, respond to prompts, or submit work without the student's direct and active involvement;
- mimic human activity in order to satisfy attendance, participation, or assessment requirements;

The use of such systems undermines the integrity of learning, compromises the authenticity of student engagement, and may constitute both academic misconduct and misuse of institutional information systems.

4 ASSESSMENT

4.1 SUBMISSION OF ASSESSMENTS

Most coursework assessments 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 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 assessments. Further instructions on using Moodle and student email, uploading assessments, online discussion and using online databases are available in the IT Handbook.

All Laidlaw College assessments 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. English spelling should conform to the Concise Oxford Dictionary. All abbreviations, references, and bibliographic format must conform to the requirements laid down in the Guidelines for Written Assessments (Appendix A). Students are responsible for retaining a copy of all submitted assessments, as Laidlaw College is unable to retrieve them at a later date.

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

All assessments must be submitted in Microsoft Word or PDF format, NOT as a link to the document.

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

Submission of URLs or electronic links is only allowed in special circumstances (approved by the lecturer) for video assessments or referencing websites and must be consistent with the academic reference guidelines found in sections A.4 and A.5, as applicable to the programme.

Particular assessments in Education, Counselling, Youth Work, or Theology internship or practicum courses may be submitted via SONIA when required. No other platforms are to be used without the approval of the Academic Dean.

4.1.1 POLICY FOR USE OF TE REO MĀORI IN ASSESSMENT

Students enrolled in a te reo Māori rumaki (full immersion) programme will be expected to submit all assessments in te reo Māori unless otherwise specified.

In recognition of Māori as an official language of New Zealand, Laidlaw upholds and supports the right of Māori-speaking students to use te reo Māori as the language of assessment. Depending on the subject area, it is not always possible to identify an assessor who is suitably qualified in the course subject, fluent in te reo Māori, and available at the required time. For this reason, there may be courses or assessment activities that cannot be assessed in te reo Māori. These will be signalled by the course lecturer at the beginning of the semester and in the course documentation.

The process for the use of te reo Māori in assessment is as follows:

- Students are advised to discuss their intent to submit an assessment or assessments in te reo Māori with their course lecturer/kaiako as soon as practicable, to allow maximum time to identify a suitable assessor who is available at the required time. This must occur before the assessment is due or the examination is scheduled.
- The expectation is that the student's level of te reo Māori competency is appropriate for the level of the assessment(s). Where this is found not to be the case and the assessment criteria are not achieved, students may resubmit a failed assessment in English.
- The time taken to identify a suitable assessor may contribute to a delay in marking, causing the assessment to be returned beyond the usual three-week period. Earlier application is advisable to reduce this possibility.
- The Academic Head will set grade calibration procedures in place to ensure te reo Māori assessment is just and equivalent to that for students using English for the same assessment activity.

4.1.2 REQUEST FOR EXTENSION OF ASSESSMENT DUE DATES

Students may request an extension to an assessment due date by first contacting Student Support, not their course lecturer. Students at Te Wānanga Ihorangi should first contact kaiako.

All students then complete the appropriate form on the Moodle course page. Extensions to assessments may be granted by Student Support

- If the extension is applied for no later than the assessment due date and time;
- Only in extraordinary circumstances will extensions be granted retrospectively.
- 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 an Individual Learning Plan has been created by Student Support and approved by the Academic Head.

4.1.2.1 THESIS/DISSERTATION EXTENSIONS

A postgraduate student may apply for a thesis/dissertation extension beyond the end of the six months to the Postgraduate Committee, along with a recommendation from the student's supervisor. An extension may not be granted for more than one six-month duration at a time. An extension of six months will be granted in cases where a thesis has been examined and has not been passed, but is given the 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 before 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 have elapsed from the 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 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 will be sitting the exam at an unsuitable time in a different time zone, an alternative time will be arranged for them 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 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 an examination due to illness may apply in writing for a special examination. Applications must be supported by a medical certificate from a registered medical

practitioner. Special examinations will be similar in content and format, but different from the original examination.

Students who are unable to sit an examination due to extenuating circumstances (e.g., bereavement or serious illness within the family) may apply for a special examination. Applications should be submitted to the Academic Registrar in advance. Where circumstances make this impossible, applications must be received no later than the final day of the examination period.

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. Applications should be submitted to the Academic Registrar in advance or, where this is not possible, no later than the final day of the examination week.

Students granted special examinations under special conditions are graded as normal. An administration fee applies to all special examinationsSpecial examinations must be sat at the time specified by the Academic Registrar or Campus Coordinator. Failure to sit the examination at the scheduled time will result in the offer of a special examination lapsing, and the course will be recorded as failed.

4.3 LAIDLAW GRADUATE SCHOOL MTh THESIS AND DISSERTATION

MTh theses and dissertations are examined by one internal and one external examiner. BTh(Hons) research projects are marked independently by the supervisor and an internal faculty member.

In addition to providing a detailed report, each examiner recommends that the thesis, dissertation or research project:

a. be passed with the assigned numerical and letter grade, with no further changes required;
b. be passed with the assigned numerical and letter grade provided the minor changes in the examiners' reports are completed to the satisfaction of the student's supervisor;
c. not be passed, but opportunity be given for the work to be resubmitted after major changes are made, to be graded on a pass/fail basis; or
d. not be passed, with no opportunity for resubmission.

"Major changes" required for MTh theses and dissertations typically involve substantial alterations that go beyond minor edits and corrections. These changes might include *one or more* of the following *(without limitation)*:

a. reframing or refining (but not substantially changing) the research question;
b. revising or restating the methodology or theoretical framework (for example, in the case where the stated methodology does not reflect the body of analysis and findings in the thesis/dissertation, or one part of the methodology has failed or not adequately been applied or utilised within the thesis);
c. revising, reframing or amending the literature review;
d. re-analysis or re-interpreting the existing data and redrawing the conclusions/findings;

e. rewriting or rearranging a whole section, or sections, due to the submitted work lacking organisation or coherence (in argument or structure);
f. rewrite due to significant errors in grammar, spelling and clarity that hinder the thesis arguments, or due to inconsistencies or inadequacies in referencing and formatting.

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 an 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 assessments and examinations will be assessed according to the criteria stated in the Course Assessment and Delivery Outline (CADO). When assessing an assessment or examination, the lecturer will indicate the level of competence attained in the stated criteria, in their opinion, using a grade expressed as a percentage, or using a grading rubric that maps to a percentage.

4.4.2 ASSESSMENT REQUIREMENTS

All pieces of assessment must be seriously attempted. Students who fail to meet this requirement will receive an assessment grade of F. 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 D or F grade for the course, regardless of the overall average grade calculation for the course.

Bachelor of Counselling has special assessment requirements. To pass a course in the Bachelor of Counselling, 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.

Bachelor of Education (Primary) and **Graduate Diploma in Education (Secondary)** have special assessment requirements. 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.

4.4.2.1 PRACTICUM (COUNSELLING)

Bachelor of Counselling students will only have two opportunities to pass each course, which contains practicum hours as part of the assessment (i.e., 930.615 Professional Practice A, 931.615 Professional Practice B, 932.730 Practicum A, 933.730 Practicum B).

If extenuating circumstances arise, a student may need to be withdrawn from a practicum. 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 Manager, and a timeframe for completion is set in accordance with existing General Regulations.

4.4.2.2 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.

4.4.3 PENALTIES FOR LATE ASSESSMENTS

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 assessment due dates and may stipulate other conditions required.

An ILP will be considered for a student who cannot meet the assessment 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 Experience Co-lead, and any other relevant staff member as necessary. Once an ILP is approved by the Head of School/Academic Head, the student will follow the dates determined by that plan.

The Student Services Assistant will facilitate the adjustment of assessment due dates on receipt of the approved ILP and inform the student. Lecturers for all courses affected will be informed of the ILP and agreed assessment 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 assessment;
- Assessments submitted after the due date and time, including after a new assessment 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 Assessments;
- 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 assessments 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 assessments have been submitted.

4.4.5 ALTERNATIVE ASSESSMENTS

Students who, due to verified circumstances, are unable to complete an assessment as detailed in the CADO may be offered an alternative assessment. The purpose is to ensure fair, equitable, and inclusive assessment practices that uphold the integrity of the qualification and enable all students to demonstrate achievement of the assessment's learning outcomes.

Assessments can be adapted to provide equitable opportunities for all learners, including those with disabilities, learning differences, temporary impairments, or in exceptional circumstances. Alternative assessments must be comparable in demand, rigour, and learning outcome coverage to the original assessment.

The design of an alternative assessment should usually be made in consultation with Student Support and must be approved by the Programme Lead or Head of School. Alternative assessments may include, but are not limited to:

1. Modified format or mode of delivery, e.g. written instead of oral, or vice versa.
2. Adjusted word count or duration, ensuring comparable academic demand.
3. Revised assessment description or task, maintaining alignment with learning outcomes.
4. Altered assessment conditions, e.g. additional time, rest breaks, or use of assistive technology.
5. Alternative setting or timing, where standard assessment environments create barriers to participation.

A record of the approved alternative, including rationale and supporting evidence, must be retained in the student's file and included in course moderation documentation. All Alternative Assessments will be internally post-assessment moderated to ensure parity with the original assessment and compliance with NZQA requirements.

4.4.6 RETURNING MARKED ASSESSMENTS

Assessments have a formative as well as assessment significance, hence it is Laidlaw's goal that all assessments be marked and returned to students within three weeks of the assessment 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, and/or indications where improvements could be made will be given on the assessment 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.

4.4.7 ASSESSMENT RESUBMISSION

Students who submit and fail an assessment may apply to resubmit the assessment. The following regulations apply:

- Students must apply for an assessment resubmission by completing the appropriate form on their course Moodle page 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 relevant Academic Head;
- A final course grade of SUP will be indicated until every "supplementary" (resubmitted) assessment is completed, or the date for resubmission has passed, and a final course grade can be awarded.
- A maximum grade of 50% will be awarded for an assessment resubmission.
- Students are permitted a maximum of one resubmission per assessment. An assessment that has been resubmitted and subsequently failed cannot be resubmitted again within the same course enrolment.

In the case of Education courses, only one assessment per course can be submitted for reassessment. Education students may apply to the Academic Head for special consideration to allow for a second resubmission in one course.

4.4.8 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.
- 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.

4.4.9 UNGRADED FAIL

An Ungraded Fail (UF) may be awarded where a student has formally failed a course, but there is insufficient assessment evidence to determine a graded outcome. This designation is typically used in practicum courses where a student is withdrawn due to ethical, professional practice, or safety concerns. An Ungraded Fail constitutes a fail grade and is recorded on the student's academic record accordingly. A student can appeal this grade decision by writing to the Academic Dean.

4.4.10 FINAL GRADES

A final grade will be awarded to each student formally enrolled in a course. Final grades will be calculated from assessment 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
AEG	Aegrotat Pass	Defined under 4.4.10
CC	Cross Credit	Credits recognised from courses, either external or internal
CONC	Conceded Credits	Defined under 4.4.11
CP	Conceded Pass	Defined under 4.4.12
DNC	Did Not Complete	Disengaged from study between Day 50 of and 21 days before the course end date.
IO	Interest Only	Attendance for Interest Only
IP	In Progress	Temporary designation that indicates that a student's coursework has been extended past the end of the semester
PLA	Plagiarism	Temporary designation that indicates that a resubmission has been offered due to plagiarism or generative AI
PXT	Practicum Extension	Temporary designation that indicates that a student's practicum work has been extended past the end of the semester
RC	Research Complete	Awarded on completion of Thesis A, B, C, and Dissertation A
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 between day 22 and day 29 of the semester

Courses not achieved in one year will remain as D or F on a student's transcript, even if the course is repeated in a subsequent year, so that a true record of the student's progress is kept. Grades for not-achieved courses will not be counted toward the Grade Point Average. Students will be advised of the final results for the course via My Results in their Student Portal after all checking has been completed.

4.4.10.1 POSTGRADUATE AWARDS

The **Bachelor of Theology (Honours)** will be awarded in one of four classes: First Class, Second Class (First Division), Second Class (Second Division), or Third Class as per the table below:

Honours Class	**GPA Range**
First Class	8.0 and above
Second Class (First Division)	7.25 - 7.99
Second Class (Second Division)	6.5 - 7.24
Third Class	5.0 - 6.49

The **Master of Theology** will be awarded Distinction or Merit as per the table below:

Award	**GPA Range**
Distinction	8.0 and above
Merit	7.5 to 7.99

4.4.11 REPEATED COURSES

Students repeating a course must repeat all requirements of the course, including class attendance. In cases where the assessment criteria have not changed from the previous delivery, 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 Fee 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.

Bachelor of Education (Primary) and Graduate Diploma in Education (Secondary) students may enrol in the same Praxis course a maximum of two times only.

4.4.12 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 assessment, 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. An aegrotat grade is granted as a pass and does not contribute to the student's overall grade point average (GPA).

Aegrotat grades are not permissible in practicum courses in the **Bachelor of Education (Primary)** or **Graduate Diploma in Education (Secondary),** or the **Bachelor of Counselling**. Aegrotat grades are not permissible in courses in which the final assessment requires a report or essay on a major research project.

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.

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 assessment or examination had the student been in a position to complete it in normal circumstances. All other assessments in the course must have been completed and graded to the minimum pass standard. 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, or one course in their programme (whichever is greater). If the student withdraws from the programme of study before enrolling in the full number of credits in the programme, the 12.5% will be calculated in proportion to the number of credits enrolled in thus far. An aegrotat cannot be granted for more than one level 7 course in a programme of study.

Should the Academic Head decide that there are not sufficient grounds for awarding an aegrotat grade, or where there is a request for aegrotat grades in excess of the above conditions, the student may be granted the opportunity to complete a supplementary assessment within a given time frame provided other criteria for obtaining a grade are also met.

In extraordinary circumstances, these regulations may be superseded by a decision by the Academic Dean.

4.4.13 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 fewer 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.

4.4.14 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. An application for consideration of a conceded pass should be made 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 the **Graduate Diploma of Education (Secondary)**.

Students enrolled in the **Bachelor of Counselling** must pass all assessments in each course; therefore, conceded passes are not permissible in this programme.

4.4.15 UNGRADED FAIL

An Ungraded Fail (UF) may be awarded where a student has formally failed a course but there is insufficient assessment evidence to determine a graded outcome. This designation is typically used in practicum courses where a student is withdrawn due to ethical, professional practice, or safety concerns. An Ungraded Fail constitutes a fail grade and is recorded on the student's academic record accordingly. A student can appeal this grade decision by writing to the Academic Dean.

4.4.15 NON-COMPLETION OF PROGRAMMES

Students who do not complete a full programme of study for an award will, on request, be given a certified record 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. This is defined as a student successfully completing 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.

4.5.2 ACADEMIC PROBATION

Upon enrolment, students are placed on Probation, indicating that the first semester is a trial period in order to establish a good academic standing.

If a student does not successfully complete 75% of the courses in which they enrol in any given semester, they will be placed on Probation for the following semester.

If a student on Probation successfully completes 75% of the courses in which they enrol in that semester, they will automatically come off Probation.

4.5.3 CONDITIONAL ENROLMENT AND ACADEMIC SUSPENSION

If course completion is significantly lower than 75% of the courses in which a student is enrolled in any given semester, or if course completion continues below 75% for more than two semesters, then the student will be placed on Conditional Enrolment. The student will be notified in writing of this Conditional status and will be counselled toward the re-establishment of good academic standing.

Laidlaw College reserves the right to limit the number of courses that a student on Conditional Enrolment status may be enrolled in, in order to support satisfactory academic progress.

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

Decision-making will take into account other factors impacting student progress, and the final decision is to be made by the Academic Dean.

4.6 SATISFACTORY PROGRESS IN PRACTICUM - EDUCATION

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 Head of School, Practicum Coordinator, the Programme Coordinator, other school faculty and administrative staff, and Student Support staff. A student who does not maintain the required standard will be notified in writing and will be counselled towards the re-establishment of good standing in practice.

4.6.2 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.

4.6.3 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 section 5.6]. Students may appeal this decision by presenting a written submission to the Head of Education.

4.7 SATISFACTORY PROGRESS IN PRACTICUM - COUNSELLING

4.7.1 GOOD STANDING IN PRACTICE (COUNSELLING)

Bachelor of Counselling students must maintain good standing throughout their counselling practicum placements. To maintain good standing in practice, students must successfully demonstrate adherence to the New Zealand Association of Counsellors Code of Ethics and the Bachelor of Counselling Student Agreement and Code of Conduct at each practicum. Student progress is reviewed at the end of each practicum course by the relevant lecturer, in consultation with the Practicum Manager, Placement Liaison Person, Supervisor, and Head of Counselling as required. A student who does not maintain the required standard will be notified in writing and will have a debrief meeting with staff where they will be counselled towards the re-establishment of good standing in practice. The outcome of the meeting may result in the probation or suspension of practicum.

4.7.2 PROBATION (COUNSELLING)

Terms of probation will be set during the debrief meeting. Students on probation must show evidence of implementation of, and/or adherence to terms set during the debrief [see Good Standing in Practice (Counselling)]. If the required standing in practice is not achieved during the Probation, the student will fail their practicum assessment. A failed practicum assessment will result in suspension from practicum with the opportunity to re-enrol the following year under conditions resulting from their debrief meeting [see Good Standing in Practice (Counselling)].

4.7.3 SUSPENSION (COUNSELLING)

If the required standing in practice is not achieved during the probation or where the conduct violation is deemed of sufficient severity [see Good Standing in Practice (Counselling)], the student will fail their practicum assessment. A failed practicum assessment will result in suspension from practicum with the opportunity to re-enrol the following year under conditions resulting from their debrief meeting [see Good Standing in Practice (Counselling)].

4.8 PLAGIARISM

Plagiarism is defined by copying or using any idea, data set, table, photo, image, fact or quote from any other source without acknowledging that source, including from your own personal academic work. We encourage students to discuss the material and share ideas with one another to develop understanding in the learning process; this is an important part of study and is cooperation not collusion. For the purpose of this policy, collusion is copying each other's assessments or portions of each other's assessments.

Students are required to submit written assessments (such as an essay, portfolio or online examination) electronically through Laidlaw's online learning portal, learner management system (Moodle). In submitting an assessment for grading, a student is declaring that the work is their own. Upon submission of an assessment, the student must agree with the declaration disclaiming plagiarism and collusion. All assessments are then checked for plagiarism through Turnitin and the marker's subject expertise and knowledge of previous assessments.

All words that are copied from another piece of writing, or recording, must be enclosed in quotation marks (" ") or paraphrased and the source referenced according to an accepted system of referencing. Where 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 without a grade penalty. The Academic Registrar will be notified and will note the offence on the plagiarism register. If the first occasion is concurrent with multiple assessments submitted in the same 2-week timeframe then that "set" of assessments will be considered as "first occasion".

If there is a subsequent occasion, the 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 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 due to plagiarism a second time then a Fail grade must be recorded for the examination.

For further information about types of plagiarism please visit:
https://www.turnitin.com/static/plagiarism-spectrum/

For further information about the Use of Artificial Intelligence (AI) Technologies in Student Work please visit A2 in the appendices.

5 GENERAL REGULATIONS

5.1 AWARDS OF THE COLLEGE

Every recipient of an award receives a certificate, in the 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

Academic Records are available to all students at the end of each semester via My Results in their Student Portal. An official certified academic 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.

Digital transcripts will be available after graduation via the My eQuals portal.

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 to graduate via the application form found on the Laidlaw website by the advertised date. 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.

Students who cannot attend a ceremony can choose to graduate 'In Absentia'.

Students who graduate from Laidlaw College will be able to access their digital award certificates and transcripts from My eQuals, the official tertiary credentials platform of Australia and New Zealand. After graduation, when the digital documents are ready, email notifications will be sent to the graduate's personal email address to link them to their My eQuals account. Graduates will be able to safely view and share their academic credentials.

5.1.3 ACADEMIC REGALIA

Formal academic regalia is worn at graduation ceremonies. Each Laidlaw award is allocated a distinctive hood and gown. The hood for every degree is the size and shape for the 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
Postgraduate Certificate in Theology (PGCertTh)	Stole – black inside and out with white edging and a red stripe
Bachelor of Theology (Honours) (BTh(Hons))	Hood – blue inside and out with black edging
Graduate Diploma in Education [Secondary] (GradDipEd)	The hood of a 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 a 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 a previous degree, or stole - black inside and out, with a white edging and 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 Theology (BTh)	Hood - black on the outside, with a white edging and full royal blue lining
Bachelor of Arts (BA)	Hood - pink on the outside, with full black lining
New Zealand Diploma in Christian Studies (NZDipCS)	Hood - black inside and out, with a white edging and a red stripe
Certificate in Christian Youth Work (CertCYW)	Stole – royal purple on the outside with full black lining
New Zealand Diploma in Te Reo (Rumaki) (DipTRM)	No hood, stole, or gown
New Zealand Certificate in Christian Ministry (CertCM)	No hood or stole (only undergraduate gown)
Certificate in Youth Development and Leadership (CertYDL)	No hood or stole (only undergraduate gown)
Te Reo Torohū (Level 1-4)	No hood or stole (only undergraduate gown)

5.2 BIBLE VERSIONS

Students are encouraged to interact with a range of Bible translations in the course of their studies, but not all Bible translations are suitable for coursework. Laidlaw College recommends that students use either the 2011 New International Version (NIV) or the New Revised Standard Version (NRSV) text of the Bible in their assignment work and examinations. The version used should be indicated in parentheses, as above, at the first instance.

Students in biblical studies courses are required to use the NIV or NRSV translations but may refer to others for the purpose of commenting on the translation. Hebrew language students should use the Biblia Hebraica Stuttgartensia (BHS) and Greek language students should use either the United Bible Societies 5th edition (UBS5) or Nestle-Aland 28th edition (NA28).

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 minimised 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 must be 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 APPEALS

5.4.1 UNDERGRADUATE APPEALS

If an undergraduate student feels that the grading of an assessment has been inadequate or unfair, he or she should first contact the lecturer or tutor and discuss it. If that is not satisfactory, then the Head of School or Programme Lead may be contacted and asked to review the concern(s). If that is not satisfactory, an appeal to the Academic Dean may be sought.

5.4.2 POSTGRADUATE APPEALS

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 Academic Dean 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.

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.

5.5 INFORMATION PRIVACY

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

- the Ministry of Education (MoE) (student statistical returns);
- New Zealand Qualifications Authority (NZQA)
- Tertiary Education Commission (TEC) (Single Data Returns and funding requirements);
- Ministry of Social Development (MSD) (in relation to student loans and allowances);
- Inland Revenue Department (IRD) (student loans);
- Immigration New Zealand (INZ) (for those who are not New Zealand citizens or permanent residents); and
- Agencies which support particular students through scholarships, 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 to verify 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 and Training Act 2020 and other legislation relating to the 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

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

- the Ministry of Education (MoE) (student statistical returns);
- Education New Zealand (ENZ)
- New Zealand Qualifications Authority (NZQA)
- Tertiary Education Commission (TEC) (Single Data Returns and funding requirements);
- Ministry of Social Development (MSD) (in relation to student loans and allowances);
- Inland Revenue Department (IRD) (student loans);
- Immigration New Zealand (INZ) (for those who are not New Zealand citizens or permanent residents); and
- Agencies which support particular students through scholarships, payment of fees or other awards (if you are a recipient of one of these awards).

Those agencies use the data collected from Laidlaw to:

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

Personal details (name, date of birth and residency) collected 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 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 the government and for research purposes.

In handling data supplied by Laidlaw, government agencies are required to comply with the provisions of the Privacy Act 2020.

Data storage – data collected from tertiary education organisations is now stored in the Cloud. Student enrolment and course and qualification completion data is stored in a Microsoft datastore based in Sydney, Australia.

When required by law, Laidlaw releases information to government agencies such as the New Zealand Police, the Department of Justice, the Ministry of Social Development, and the Accident Compensation Corporation (ACC).

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

In signing the enrolment contract, 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 concerning 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, 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 unauthorised 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 are monitored by the Academic Dean at the Henderson campus or Campus Co-ordinator 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 their 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 regard 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 the level of expressed commitment to these foundational expectations of conduct will result in a 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 and the Bachelor of Counselling Student Agreement and Code of Conduct at all times during their programme. Furthermore, Laidlaw College counselling students are required to immediately disclose in writing to the Head of Counselling anything that may affect their suitability and fitness to work with clients during their course of study. Any criminal charges or convictions gained during their study are required to be disclosed in writing immediately to the Head of Counselling.

Should any student be found to breach the Bachelor of Counsellor Student Agreement and Code of Conduct, the student's continued enrolment will be subject to review. This review will be conducted according to the guidelines under 5.6.2 Misconduct and Serious Misconduct. 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.

5.6.2.3 PRACTICUM AND INTERNSHIP STAND-DOWN IN COUNSELLING PROGRAMMES

If significant concerns arise that bring into question the safety of a counselling student in their placement, or their safety to be practising in their placement, an immediate 2-week stand-down period may be implemented to allow time for appropriate investigations to take place. This may result in an agreed-upon re-entry to placement or the ending of a placement, if deemed necessary.

5.7 GRIEVANCE PROCEDURES

Laidlaw is committed to providing an environment that 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. International students are encouraged to talk to the Code of Practice Administrators (Academic Registrar and Student Dean) at the first instance.

At all points of the process, a student is encouraged to bring a support person with them.

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 contact 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 Academic Dean.
- 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 Study Complaints Ngā amuamu tauira. https://www.studycomplaints.org.nz/ (see Appendix B.1 Complaints Procedure - Academic).
- If the complaint concerns an Auckland University of Technology (AUT) qualification, information on the dispute resolution policy is available at https://www.aut.ac.nz/
  If the complaint concerns an Australian University of Theology (AUT) qualification, information on the dispute resolution policy is available at https://aut.edu.au/

5.7.2 GENERAL COMPLAINTS

For complaints related to personal, pastoral, or community matters:

- If a student has a general complaint, they should first speak to the Student Dean (Henderson and Distance Learning) or the Campus Coordinator (Christchurch).
- 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 a 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.
- If all these procedures do not result in a satisfactory resolution of the concern, the matter may be referred to Study Complaints Ngā amuamu tauira https://www.studycomplaints.org.nz/ (see Appendix B.2 Complaints Procedure - General).

5.7.3 FINANCE COMPLAINTS

For complaints related to fees or other financial matters:

- If a student has a finance complaint, they should first contact the Finance Operations and Systems Manager.
- If this does not resolve the matter, the student should refer the matter to the Chief Financial Officer.
- If the above avenues do not result in a 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 Study Complaints Ngā amuamu tauira https://www.studycomplaints.org.nz/ (see Appendix B.3 Complaints Procedure - Finance).

5.7.4 UNRESOLVED COMPLAINTS

If you are an international student or a domestic tertiary learner and you have an unresolved complaint about Laidlaw College, then Study Complaints |Ngā amuamu tauira can help you. They help with:

- Financial matters – involve money, for example, refunds;
- Contractual matters – involve agreements, for example, contracts to study;
- Redress claims – involve requests for money or actions to set things right after an NZQA investigation finds that there has been a breach of the Pastoral Code.
- You can contact Study Complaints by:
  - Free phone 0800 0066 75
  - Email help@studycomplaints.org.nz
  - Fill in a form at https://www.studycomplaints.org.nz/about
  - Mail P O Box 2272, Wellington 6140, New Zealand.

5.8 STUDENT HANDBOOKS

The Henderson 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 studies at Laidlaw. These can be found on the Laidlaw website here: https://www.laidlaw.ac.nz/prospectus-and-handbooks/. The following academic handbooks are available for all students:

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

In addition, the most up-to-date version of these handbooks is linked to the Student Handbooks tab in the Student Portal and 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 Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Each Laidlaw Campus or Learning Hub has designated staff available on request to guide international students with proofreading 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 studying 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. The 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 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 have been set to allow adequate time for visa processing upon acceptance.

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 fulfill 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 Immigration New Zealand office in New Zealand.

6.2.3 FEES AND FINANCIAL INFORMATION

For further information on fees and other financial information, please refer to the Laidlaw Fee Schedule. https://www.laidlaw.ac.nz/fees/

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. Refer to 2.5.1, 2.5.2, 2.5.3, 2.5.4. 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 https://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 https://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 https://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 may still be liable for all other medical and related costs. Further information can be viewed on the ACC website https://www.acc.co.nz/

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

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 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, the government has an obligation to ensure that the system of support for learner well-being and safety works well for Māori. The Code is monitored by NZQA as Code Administrator.

A combined student contract dispute resolution scheme, Study Complaints Ngā amuamu tauira https://www.studycomplaints.org.nz/ has been created related to

- Financial matters,
- Contractual matters,
- Redress claims after an NZQA investigation.

Laidlaw College is legally bound to implement and adhere to the Code. A full copy of the 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 that is fully resourced and integrated with other plans the 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 and Chief Operating Officer attend meetings without the power to vote. The NGC also includes a staff and a student representative, with the 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) draws its membership from bodies such as theological seminaries, universities and polytechnics.

7.3 ACADEMIC ADVISORY BOARD

The Academic Advisory Board (AAB) provides advice to the NGC and SLT on the academic programme and its outcomes. It oversees all matters of academic strategy, curriculum, and programme compliance.

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 for implementing the academic policies; reporting to teaching staff and the AAB 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 the NGC, and working at all levels of the College to foster our bicultural kaupapa.

7.6 TE RONGOPAI ME TE TIRITI GOSPEL AND TREATY POLICY

7.6.1 INTRODUCTION

As Christian believers, we see God's mission in the world expressed through the Gospel message as it is outworked through cultural translation. Theologian Andrew Walls clarifies this in his definition of conversion:

> Conversion doesn't substitute something new for something old but redirects towards Christ what is already there.[1]

His view presents culture as something not to be discarded but in the conversion process is to be sifted through the Gospel message allowing Christ to change hearts and culture from within.

In Aotearoa New Zealand the Gospel message landed within Te Ao Māori, transforming the culture and the people. The Gospel of peace was accepted by Māori at a time of war and societal upheaval and led to whole communities turning to Christianity. The Gospel of the Evangelical missionaries and humanitarians was also influential in the origins and substance of Te Tiriti o Waitangi – The Treaty of Waitangi – in 1840.

This policy emerges out of the question: how do we as a Gospel-shaped College carry out the mission of God in Aotearoa in our time.

7.6.2 TE RONGOPAI ME TE TIRITI GOSPEL AND TREATY POLICY STATEMENT

Te Wānanga Amorangi, Laidlaw College is a theological college founded on the message of Te Rongopai - the Gospel of Jesus Christ. God's intent as revealed in and through Christ Jesus is for the flourishing of creation and humanity in all its diversity. It is our desire to align with God's redemptive and transformative purposes for the world and for the tāngata and whenua of Aotearoa.

Our history shows Christian influencers, led by the imperatives of the Gospel message, inspiring and shaping Te Tiriti o Waitangi |Treaty of Waitangi to protect Māori from exploitative trade, systematic colonisation and the dispossession of their lands. We acknowledge Te Tiriti o Waitangi constitutes a

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[1] Andrew F Walls *Old Athens and New Jerusalem: Some Signposts for Christian Scholarship in the Early History of Mission Studies.* International Bulletin of Missionary Research, Vol 21 (4), October 1997: 146-153.

covenantal relationship between rangatira Māori, their hapū, and the British Crown, and continues to have importance for all nonMāori living in New Zealand. It is recognised that the College exists within this history.

We acknowledge that there is an intrinsic good in Māori culture as unique to the whenua of Aotearoa, and that it is right that this be honoured and protected, and we lament how the original intent of Te Tiriti o Waitangi, signed by over 500 rangatira, was not upheld by the Crown. The Crown failed to protect Māori and their interests and as a result, tāngata whenua have suffered intergenerational trauma. We believe as Christ followers, that we are called to partner with tāngata whenua to act as responsible stewards for the flourishing and protection of the land and its people. It is therefore our desire, within the capacity of the College, to advocate for the restoration of te iwi Māori and to foster restored relationships with mana whenua in the tribal territories that our campuses reside.

In response to these affirmations, we seek to engage with tangata whenua based on an understanding of Te Tiriti o Waitangi |Treaty of Waitangi that is informed by Te Rongopai - the Gospel of Jesus Christ with authenticity and integrity in all aspects of our organisation's governance, operations, and practices to serve Māori aspirations for the College and the wider community.

7.6.2.1 GLOSSARY OF KUPU MĀORI

Amorangi	priestly
Aotearoa	New Zealand
Hapū	sub-tribe group
Iwi	tribal group
Mana	authority
Mana Whenua	tribal group with territorial authority
Māori	Māori people
Rangatira	Māori leader
Rongopai	Good news, Gospel, bible
Tāngata	people
Tāngata Whenua	people of the land
Te Iwi Māori	the Māori people
Te Rongopai	the Gospel of Jesus Christ
Te Tiriti o Waitangi	Māori version of the Treaty of Waitangi
Whenua	land, placenta

7.6.3 TE RONGOPAI ME TE TIRITI STRATEGIC AND OPERATIONAL IMPLICATIONS

The following operational considerations will inform the management of the College. It represents the planned intent of the College to support Māori aspirations and outcomes. These policies are in alignment with the Kaupapa o Te Rongopai me Te Tiriti o Waitangi statement, the findings of the Kaupapa Māori Review of 2022, and the Laidlaw College strategic plan high-level priorities 2024- 2028.

7.6.3.1. GOVERNANCE

We will ensure Māori participation and inclusion in all aspects of governance, leadership, and decision-making to ensure advocacy and successful outcomes for Māori students and staff. This policy ensures equitable Māori representation and informed voices on the National Governing Board, Te Rūnanga, and Senior Leadership Team. (HLP 6).

7.6.3.2 RELATIONSHIPS

We will establish living and working relationships with mana whenua-based organisations in the tribal territories where our college campuses reside, chiefly Te Kawerau-a-Maki in Henderson and Kai Tahu in the South Island, and with other significant Māori stakeholders, in order to serve Māori educational aspirations for both the college and the community. (HLP 5, 6).

7.6.3.3 TE REO MĀORI ME NGĀ TIKANGA

Māori language and cultural practice informed by faith will be integrated into the cultural life and programs of the College. For the Henderson campus te Reo o Te Kawerau-a-Maki will be present in college protocols, education pedagogy, and other key aspects of college life. Similarly, te reo o Kai Tahu will be present in the Christchurch college protocols, education pedagogy, and other key aspects of college life. (HLP 2, 6).

7.6.3.4 PROFESSIONAL DEVELOPMENT

Students and staff will learn and develop cultural competencies to advance their understanding of Te Ao Māori and Te Tiriti o Waitangi, its implications, and their application in Aotearoa New Zealand as an integral outworking of Te Rongopai o Ihu Karaiti. This will help develop the culture of the College. (HLP 1, 3).

7.6.3.5 RECRUITMENT AND DEVELOPING

Recruiting and Developing skilled Māori expertise, leadership, and staff across all teams in the organisation will be essential to growing the cultural capacity of the College to fulfill its Māori

aspirations, to develop a Māori faculty, contribute to integrated programmes, and to form future transformational Māori leaders. (HLP 1, 2, 3).

7.6.3.6 PEOPLE SUPPORT

Laidlaw will provide appropriate academic and pastoral care for Māori students to encourage their success. This support will include manaakitanga, whanaungatanga, tutoring, cultural actvities and appropriate mentoring programmes. (HLP 2, 3, 6).

7.6.3.7 RESOURCING

We will ensure appropriate resources are provided for all kaupapa Māori strategies. Additionally, scholarships will be provided for Māori students across Theology, Education, Counselling and any other future disciplines. (HLP 7).

7.6.3.8 ACCOUNTABILITY

Regular reviews and evaluations of college operations, policies, and practices will occur to ensure they align with Te Rongopai me Te Tiriti o Waitangi principles and Māori strategic aspirations, and lead to good governance and just practice. (HLP 6).

Supporting documents:
Laidlaw College Incorporated Constitution
Laidlaw College Ethos
Kaupapa Māori Review 2022
Laidlaw College Strategic Plan

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 Society (CTMES) - This incorporated society serves as an industry training organisation, representing the sector on matters of mutual interest.
- The Australian University of Theology (AUT) - Since 1978, Laidlaw has prepared students for awards of the Australian University of Theology (AUT). 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
- Teacher Education Forum of Aotearoa New Zealand (TEFANZ)
- New Zealand Association of Counsellors (NZAC)
- New Zealand Christian Counsellors Association (NZCCA)

8.2 KEY RELATIONSHIPS

Laidlaw College has established key partnerships with:

- Bishopdale Theological College as an approved site for the delivery of Laidlaw courses and programmes.
- Equippers College as an approved site for the delivery of Laidlaw courses and programmes.
- Curate Church as an approved site for the delivery of the Certificate in Christian Ministry – Internship.
- 24-7 Youthwork via an agreement to deliver the Certificate in Youth Development and Leadership (Level 3).
- Te Wānanga Ihorangi via an agreement whereby Te Wānanga Ihorangi delivers Te Reo programmes.
- Vineyard Ministry School via an agreement whereby Vineyard Ministry School delivers the Certificate in Christian Ministry – Internship to campus (as an approved delivery site) and distance learning students.
- Arise Ministry Academy via an agreement whereby Arise Ministry Academy supports the distance delivery of Laidlaw courses and programmes.
- Emmaus, as an approved site for the delivery of the Certificate in Christian Ministry - Internship.

9 CONTACT DETAILS

9.1 HENDERSON CAMPUS

Postal Address

Laidlaw College
Private Bag 93104
Henderson
Auckland 0650 New Zealand

Street Address

3 Smythe Road
Henderson
Auckland 0650
Phone: +64 9 836 7800
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
Email: chch@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 ASSESSMENTS

A.1 SUBMISSION OF ASSESSMENTS

Laidlaw College requires the electronic submission of assessments (by upload to the Moodle or SONIA online systems) except in the case of assessments that are designed to be submitted manually (e.g. portfolios of work, tests, exams, assessments 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 ASSESSMENTS

Instructions for uploading assessments into Moodle, Laidlaw's online learning management system, are available at https://learn.laidlaw.ac.nz/. Support is also available from the IT Helpdesk ithelpdesk@laidlaw.ac.nz .

It is the student's own responsibility to ensure that assessment work is not lost. Students must save all their assessments and back them up either on the cloud, on a flash drive, or another method, in case of a computer malfunction or the loss of the assessment. We also recommend that students retain a hard copy (a printout) of the assessment.

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

A.1.2 ASSESSMENT DUE DATES

It is expected that students will submit their assessments by the due date. Assessments 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 USE OF ARTIFICIAL INTELLIGENCE (AI) IN STUDENT WORK

Laidlaw College expects all students 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." (3.2.2.2 Internet Code of Conduct). This applies to the use of technology, such as AI, in the completion of coursework and other assessments.

Students must cautiously consider the use of AI tools in their work, being careful to cite the use of AI tools appropriately according to the Laidlaw referencing requirements. Students are prohibited from using generative artificial intelligence tools in the writing of coursework and assessments, including research projects, dissertations, and theses.

- Generative AI tools cannot be used to write content for assessments.
- Generative AI tools cannot be used for language translation in language-learning courses. In practice, this means students must produce their own written work in the target language and may not use translation tools to convert English text into, for example, te reo Māori or the biblical languages.

- Generative AI tools cannot be used to translate work into the language in which the assessment must be submitted. In practice, this means students must write their assessments directly in the required language and may not use translation tools to translate work written in another language—such as translating from their native language into English. Generative AI tools could be used to construct elements such as images or diagrams, and these must be referenced appropriately according to the Laidlaw referencing requirements (see below).

- In some cases, AI-supported writing tools that assist students with learning disabilities or challenges (with or without formal diagnosis) to develop their written expression may be permitted. Such use must be approved on a case-by-case basis by the Student Support Manager and used in accordance with an agreed learning support plan. Students should contact Student Support directly to discuss this.

- AI tools can be used to assist in research, to check formatting, to transcribe audio- or video-recordings, or to proofread writing. These must be referenced appropriately according to the Laidlaw referencing requirements (see below).

- Note that AI tools are not considered to be scholarly sources for the purpose of assessment criteria.

Students in the School of Counselling:
AI tools may be used to transcribe audio- or video-recorded counselling conversations for assessment. AI tools must not be used to create audio files of counselling conversations to be submitted for assessment. They must not be used to complete any other elements of a transcript assignment. This includes the identification of skills used (in the second column of the transcript table) or notes made (in the third column of the transcript table). The AI tool used must be referenced appropriately according to the Laidlaw referencing requirements (see below).

In submitting an assignment for grading, a student is declaring that the work is their own. Upon submission of an assessment, the student must agree with the declaration disclaiming plagiarism, collusion, and artificial intelligence tools. All assessments are then checked for plagiarism and artificial intelligence use through Turnitin and the marker's subject expertise and knowledge of previous assessments. Where prohibited artificial intelligence use is detected, the matter will be dealt with formally, and the instance of prohibited use will be recorded in an AI misconduct register.

After the third offence of this kind is registered on the AI misconduct register, the student will be required to attend a formal meeting with Student Support, the lecturer, or the Head of Programme (where appropriate) to discuss the ongoing issue. Following this, the Head of Programme may require the student to participate in an oral test of their understanding.

Use of AI Agents and Digital Surrogates

Students must not create, deploy, or utilise artificial intelligence agents or automated systems that act as a surrogate for the student in completing academic tasks or participating in course activities. This includes any system or combination of tools that is capable of independently accessing, navigating, or interacting with the online learning management system (Moodle), course materials, assessments, or institutional platforms on behalf of the student.

Prohibited use includes (but is not limited to):

- AI systems that autonomously generate, submit, or iteratively refine assessment work;
- AI-driven browsers, scripts, or agents that engage with course content, quizzes, discussions, or assessments;
- The coupling of generative AI with automated tools to simulate student participation or presence.

Such use constitutes a misrepresentation of authorship, participation, and engagement, and is considered serious academic misconduct. Students must personally undertake all assessed work and demonstrate their own learning.

This policy is to be read in conjunction with the following sections from the Laidlaw College *General Information and Regulations*:

3.2 Information Services
    3.2.2.2 Internet Code of Conduct

4.1 Submission of Assessments

4.5 Satisfactory Academic Progress

4.5.2 Plagiarism

5.6 Disciplinary Procedures and Standards of Conduct
    5.6.1 Academic Misconduct
    5.6.2 Misconduct and Serious Misconduct

A.1 Submission of Assignments
    A.1.1 Electronic Submission of Assignments

A.3 Plagiarism

A.4 Length and Presentation
    A.4.4 Referencing

Laidlaw College expects all students 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.” (3.2.2.2 Internet Code of Conduct). This applies to the use of technology, such as AI, in the completion of coursework and other assessments.

Students must cautiously consider the use of AI tools in their work, being careful to cite the use of AI tools appropriately according to the Laidlaw referencing requirements. Students are prohibited from using generative artificial intelligence tools in the writing of coursework and assessments, including research projects, dissertations, and theses.

- Generative AI tools cannot be used to write content for assessments.
- Generative AI tools could be used to construct elements such as images or diagrams, and these must be referenced appropriately according to the Laidlaw referencing requirements (see below).
- AI tools can be used to assist in research, to check formatting, to transcribe audio- or video-recordings, or to proofread writing. These must be referenced appropriately according to the Laidlaw referencing requirements (see below).
- Note that AI tools are not considered to be scholarly sources for the purpose of assessment criteria.

Students in the School of Counselling:
AI tools may be used to transcribe audio- or video-recorded counselling conversations for assessment. AI tools must not be used to create audio files of counselling conversations to be submitted for assessment. They must not be used to complete any other elements of a transcript assignment. This includes the identification of skills used (in the second column of the transcript table) or notes made (in the third column of the transcript table). The AI tool used must be referenced appropriately according to the Laidlaw referencing requirements (see below).

In submitting an assignment for grading, a student is declaring that the work is their own. Upon submission of an assessment, the student must agree with the declaration disclaiming plagiarism, collusion, and artificial intelligence tools. All assessments are then checked for plagiarism and artificial intelligence use through Turnitin and the marker's subject expertise and knowledge of previous assessments. Where prohibited artificial intelligence use is detected, the matter will be dealt with formally, and the instance of prohibited use will be recorded in an AI misconduct register.

After the third offence of this kind is registered on the AI misconduct register, the student will be required to attend a formal meeting with Student Support, the lecturer, or the Head of Programme (where appropriate) to discuss the ongoing issue. Following this, the Head of Programme may require the student to participate in an oral test of their understanding.

A.2.1 REFERENCING THE USE OF AI TOOLS

A.2.1.1 APA STYLE FOR REFERENCING AI TOOLS

Bibliography entry
Creator. (Date). *Tool* (version). Source.
Creator: The name of the person/company that created the tool.
Date: The date is the year when you used the tool.
Tool: The name of the AI tool used.

Version: Different large language models or software might use different version numbering; use the version number in the format the author or publisher provides, which may be a numbering system (e.g., Version 2.0) or the date of the version.
Descriptor: In bracketed text, briefly describe the kind of tool. In the case of a reference for ChatGPT, provide the descriptor "Large language model" in square brackets.
Source: The location (ie, web address) of the source used.

For example, for ChatGPT:
OpenAI. (2023). *ChatGPT* (Version 4) [Large language model]. https://chat.openai.com/chat
OR
OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

In-text citations
Parenthetical citation: (Creator, Year)
Narrative citation: Creator (Year)
For example, for ChatGPT:
Parenthetical citation: (OpenAI, 2023)
Narrative citation: OpenAI (2023)
If you have edited text generated by an AI tool during the course of your research, a complete transcript, including prompts and output from the artificial intelligence tool, should be appended to the assessment.

Proofreading

- If you have used an AI tool to proofread your writing, note this at the end of the reference list.
  Grammarly has been used to proofread this assessment https://www.grammarly.com
- If you have used an AI tool to check the formatting of your reference list (bibliography), note this at the end of the reference list.
  ChatGPT has been used to check the formatting of the reference list in this assessment https://chat.openai.com.

Transcription

- If you have used an AI tool to transcribe an audio or video recording, note this on the transcript cover page.
  Otter.ai has been used to transcribe the video recording http://otter.ai/home.

A.2.1.2 SBL STYLE FOR REFERENCING AI TOOLS

The use of AI tools is to be cited as a personal communication in SBL style. Note that personal communications are non-retrievable sources and, therefore, should only be cited in a footnote and not included in the bibliography. Where appropriate, the citation should include the prompt used.
Examples:

- If you have used an AI tool to proofread your writing, insert a footnote to declare this at the start of the assignment.
  1. Grammarly has been used to proofread this assessment, https://www.grammarly.com

- If you have used an AI tool to check the formatting of your citations or bibliography, insert a footnote to declare this at the start of the bibliography.
    1. ChatGPT has been used to check the formatting of the citations and bibliography in this assessment, https://chat.openai.com.

- If you have used a large language model as a research tool, insert a footnote to declare this where relevant. Note, however, that this is not counted as a "scholarly source" in assessment criteria.
    1. ChatGPT, response to "Tell me about confirmation bias," February 16, 2023, https://chat.openai.com.
- If you have edited the text generated by a large language model, cite this in a footnote where relevant. A complete transcript, including prompts and output from the artificial intelligence tool, should be appended to the assessment.
    1. Text generated by ChatGPT, in response to "Tell me about confirmation bias," March 31, 2023, OpenAI, https://chat.openai.com . Edited for style and content.

- If you have used an AI tool to construct an image or diagram, cite this in a footnote.
    1. Image generated by Leonardo.Ai, in response to "Jesus playing badminton in the style of Caravaggio," September 12, 2024 https://leonardo.ai

A.3 PLAGIARISM

Students are expected to acknowledge the source of ideas and expressions used in their written work (using the appropriate citation conventions). 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 assessment for evaluation, a student is declaring that:

- The work is their 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.

A.3.1 DISCLAIMERS OF PLAGIARISM AND COLLUSION

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

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

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

A.4 LENGTH AND PRESENTATION

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

A.4.1 LENGTH

For all assessments, the length of the assessment has been chosen with care and should be adhered to by the student. A total word count that varies in length by more or less than 10% is allowed. For example, if the set length is 1500 words, a word count between 1350 and 1650 words is allowable. Any variation in length of more or less than 10% will incur a penalty of 10% of the grade received. Assessments that include grading criteria relating to length in a numeric rubric would not incur this additional 10% penalty. An assessment whose word count is considerably outside these margins may be returned for resubmission. Upon resubmission, a penalty of 10% of the grade received is incurred. In-text citations and appendices are included in the total word count, but the bibliography, header, and footnotes are excluded. However, footnotes, while not included in the total word count, should not exceed 25% of the total word count.

In the case of postgraduate theses, dissertations, and BTh(Hons) research projects, the body text must not exceed the stated word count. That is, there is no +10% window allowable for the maximum word count. However, a minimum word count of -10% of the stated word count is allowable. Note that the word count in these works includes footnoted material that is not related to referencing. The word count excludes referencing and bibliography, appendices, and front material.

Note that the +/- 10% allowance in length does not apply in the same way to oral presentations or assessments that involve worksheets, because it is more difficult to monitor, regulate and revise the length of these. Guidelines will be determined at the discretion of the lecturer.

A.4.2 PAGE LAYOUT

Unless you are otherwise instructed by your lecturer or tutor or by specific assessment instructions, written assessments should be presented in Microsoft Word format. Set up pages as portrait A4, with MS Word default settings and margins.

School of Theology students: You should:

- Use a black 11 or 12-point standard font
- Use 1.5-line spacing.

- Use a heading on the first page stating your name, student ID number, the assessment name, and the total word count of your assessment (excluding bibliography, footnotes, and header).

See A.4.9 for guidance on fonts to use for Greek or Hebrew script.
See A.5 for further guidance on footnote and bibliographic style.
See the Laidlaw College SBL Style guide for more information.

A.4.3 ADDITIONAL STYLE REQUIREMENTS FOR SCHOOLS OF COUNSELLING AND EDUCATION AND TE WĀNANGA IHORANGI

The School of Counselling, the School of Education, and Te Wānanga Ihorangi follow the style guide standards set by the American Psychological Association (APA) 7th edition for all assessments, research, and published materials. See the Laidlaw College APA Style guide for the Schools of Counselling and Education and for Te Wānanga Ihorangi for more information.

- All assessments should begin with a Title Page; this forms the first page of your assignment. It consists of the following information:
  - Your Assignment Title – centred, in bold, and in title case (using a capital letter for all significant words)
  - Your Name
  - Your School: School of Education or Counselling, Laidlaw College OR Te Reo Ihirangi or Te Reo Maruata, Te Wānanga Ihorangi
  - Course Name
  - Instructor Name
  - Due Date
  - Word Count
  - Page number (1) at the top right-hand of the page

- On the first page (after the title page), you should repeat the title of the assessment, formatted as a Level 1 Heading.

For the body of your assessment:

- Your written work can be in any of the following fonts/sizes: Calibri size 11pt, Arial 11pt, Lucida Sans Unicode 10pt, Georgia 11pt, and Times New Roman 12pt.
- Double-space the entire document (including the reference page).
- Indent the first line of each new paragraph
- Use the default margins in MS Word: 2.54cm at the top, bottom, left margin, and right margin
- Always align your paragraphs so they are flush left and leave the right margin uneven (or "ragged"). Do not use the full justification alignment.
- 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

The title for your reference page is placed at the top of the page where your references begin. The title of this page is "References" and is formatted as a level 1 heading: centred and in bold.

A.4.4 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 Counselling should use the APA Referencing system 7th Edition detailed in section A.6.

Students enrolled in School of Education should use the APA Referencing system 7th Edition detailed in section A.6.

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.5.

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.

Students enrolled in Te Wānanga Ihorangi programmes, DipTRM5 - Te Reo Ihirangi and DipTRM6 - Te Reo Maruata should use the APA Referencing system detailed in section A.6.

A.4.5 QUOTATIONS

All quotations must be cited using the appropriate bibliographic style.

For students in the School of Theology using SBL style, quotations of five or more lines should be a separate, indented paragraph. Such quotations should be single-spaced, without quotation marks.

For students in the School of Counselling, School of Education, or Te Wānanga Ihorangi using APA style, quotations of more than 40 words should be a separate, indented paragraph. Such quotations should be double-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:
"[Evangelical 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.4.6 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", "people", "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.4.7 ABBREVIATIONS

A.4.7.1 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.4.7.2 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**	**NT**	**New Testament**
Gen	Genesis	Matt	Matthew
Exod	Exodus	Mark	Mark
Lev	Leviticus	Luke	Luke
Num	Numbers	John	John
Deut	Deuteronomy	Acts	Acts
Josh	Joshua	Rom	Romans
Judg	Judges	1-2 Cor	1-2 Corinthians
Ruth	Ruth	Gal	Galatians
1-2 Sam	1-2 Samuel	Eph	Ephesians
1- 2 Kgs	1-2 Kings	Phil	Philippians
1-2 Chr	1-2 Chronicles	Col	Colossians
Ezra	Ezra	1-2 Thess	1-2 Thessalonians
Neh	Nehemiah	1-2 Tim	1-2 Timothy
Esth	Esther	Titus	Titus
Job	Job	Phlm	Philemon
Ps/Pss	Psalms	Heb	Hebrews
Prov	Proverbs	Jas	James
Eccl (or Qoh)	Ecclesiastes (or Qoheleth)	1-2 Pet	1-2 Peter
Song (or Cant)	Song of Songs (or Canticles)	1-2-3 John	1-2-3 John

Isa	Isaiah	Jude	Jude
Jer	Jeremiah	Rev	Revelation
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		

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.4.8 NUMBERS

A.4.8.1 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.4.8.2 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.4.9 GREEK AND HEBREW FONTS

The Tyndale Keyboard and Unicode font kits are 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 (recommended by Tyndale for use with their languages kit). 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/research/tools-and-links/. 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.

Students should be careful to use an appropriate font for Greek and Hebrew text. While MS Word includes both Hebrew and Greek languages, but these are for the modern languages and do not include features required for the ancient texts. Either Cardo or SBL Hebrew and SBL Greek fonts are strongly recommended, and are free to download.
English transliterations of Greek and Hebrew words should be typed in *italics*, in the same way as other foreign language terms.

A.5 SBL FOOTNOTE AND BIBLIOGRAPHIC STYLE

Students in the School of Theology are required to use the SBL (Society of Bible and Literature) footnote and bibliographic style. Please refer to the Laidlaw College SBL Style Guide in the first instance and *The SBL Handbook of Style* for further details.

When writing assessments, use a standard font, size 11 or 12, and set the line spacing to 1.5 with MS Word default settings and margins. Assessments should have a heading on the first page stating your name, student ID number, the assessment name, and the total word count of your assessment (excluding bibliography, footnotes, and header).

Place the bibliography at the **end** of your assessment, beginning on a **new page** (insert a page break). The bibliography should include only works that you have directly cited in your writing.

Lecture resources are not considered to be scholarly sources, and citation of these is discouraged.

Long and Short Quotations

Quotes must be formatted and attributed correctly via reference as a footnote. All quotations should be accurately reproduced, including original spelling, punctuation, and abbreviations.

- **If the quote covers four lines or less**… then incorporate it as or within a sentence in the main text of your essay. Use double quotation marks at the beginning and end of the quotation. After the closing quotation mark, insert the superscript footnote number at the end of the sentence, after the full stop (or after the relevant punctuation mark if partway through a sentence).
- **If the quote covers five lines or more**… then format it as a block quote. Do this by separating it from the main text on a new line and by indenting the quote from the left margin. Use the same font and size of font as the main text. Do not use quotation marks at the beginning or end of the quotation and place the superscript footnote number after the closing punctuation of the quote.
- You may want to shorten the quote by omitting words from the original text. Do this by putting an ellipsis (three dots) in place of the missing words. The remaining words must both make sense and be true to the intent of the original.
- You may want to modify a quote to give context or make the quote fit grammatically into the essay. Do this using square brackets. For example, “For what I [Paul] received I passed on to you as of first importance” (1 Cor 15:3).

A.6 APA NOTE AND BIBLIOGRAPHIC STYLE

Students in the School of Counselling, School of Education, and Te Wānanga Ihorangi are required to use version 7 of the American Psychological Association (APA) style guide for written work. Please refer to the Laidlaw College APA Style Guide in the first instance and the APA style website (http://www.apastyle.org/) for further details.

Lecture resources are not considered to be scholarly sources, and citation of these is discouraged.

A.6.1 IN-TEXT CITATIONS

APA style uses in-text citations rather than footnotes. In-text citations acknowledge the author of your source material in the body of your text. In-text citations contain the author's surname(s), year, and page number in a set of round brackets. If the author’s name has been used in the body of the text, just insert the year in brackets.

Page numbers are required for all quotes; insert “p.” and the page number, or "pp. and the page numbers, in brackets. If there are no page numbers, use the paragraph number. Page numbers are optional for paraphrasing.

For example:

Giving and forgiving can be thought of as “a particular sort of lens” (Volf, 2005, p. 235) through which we might view our faith.
OR
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.6.2 REFERENCE PAGE

The reference page will list all the resources you cited in the body of your writing. Do not include sources that you might have read but have not cited. This page begins as a new page after the last page of text and the title of this page is “References”.

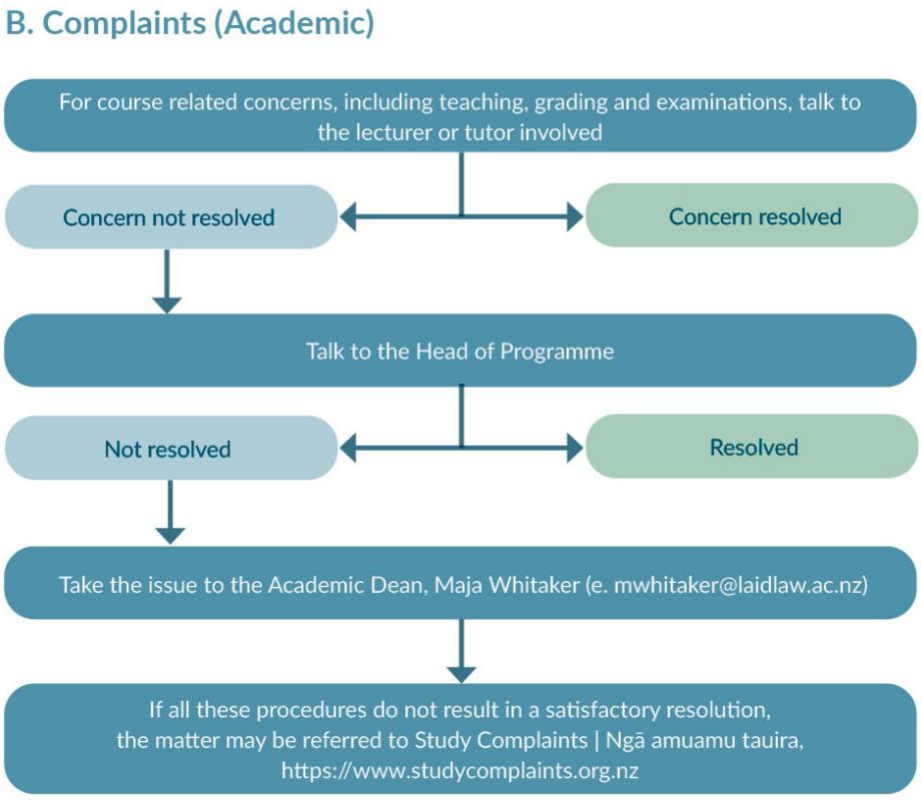
All entries are listed in alphabetical order by the author’s (or first author's) surname. A hanging indent is used for all references.

The APA Style Guide provides detailed guidance on how to format different kinds of sources.

Common examples are as follows,
Balswick, J., King, P., & Reimer, K. (2016). *The reciprocating self: Human development in theological perspective*. IVP.
McLaren, P. (2009). Critical pedagogy: A look at the major concepts. In A. Darder, M., Baltodano, & R. D. Torres (Eds.), *The critical pedagogy reader* (2nd ed., pp. 69-96). Routledge.
New International Version (2011). Biblica.
Timperley, H. (2003). School improvement and teachers’ expectations of student achievement. *New Zealand Journal of Educational Studies, 38*(1), 73- 88.

B COMPLAINTS PROCEDURES

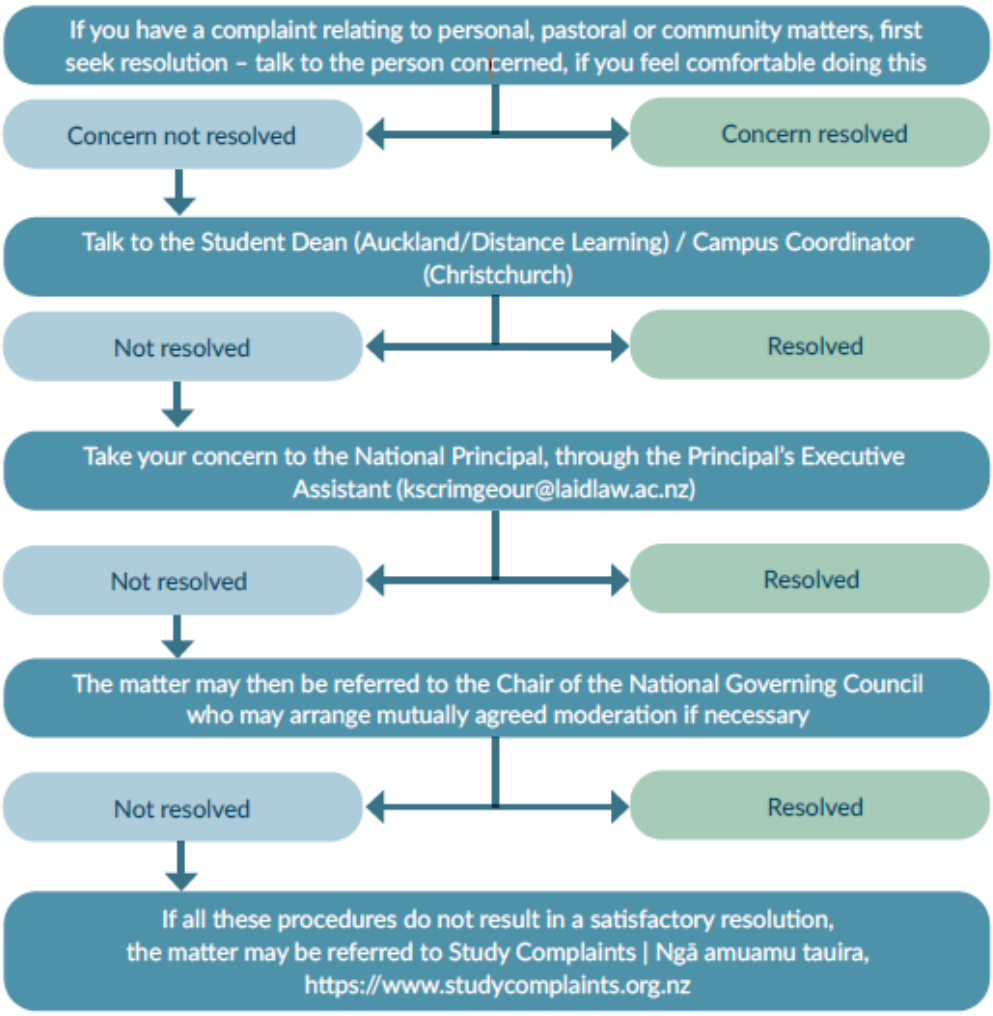
B.1 COMPLAINT PROCEDURE - ACADEMIC



At all points in the process you are encouraged to bring a support person with you to any meeting. The student representative on the National Academic Committee is also available to support you. The person you are meeting may ask another staff member to be present as an observer.

B.2 COMPLAINTS PROCEDURE – GENERAL

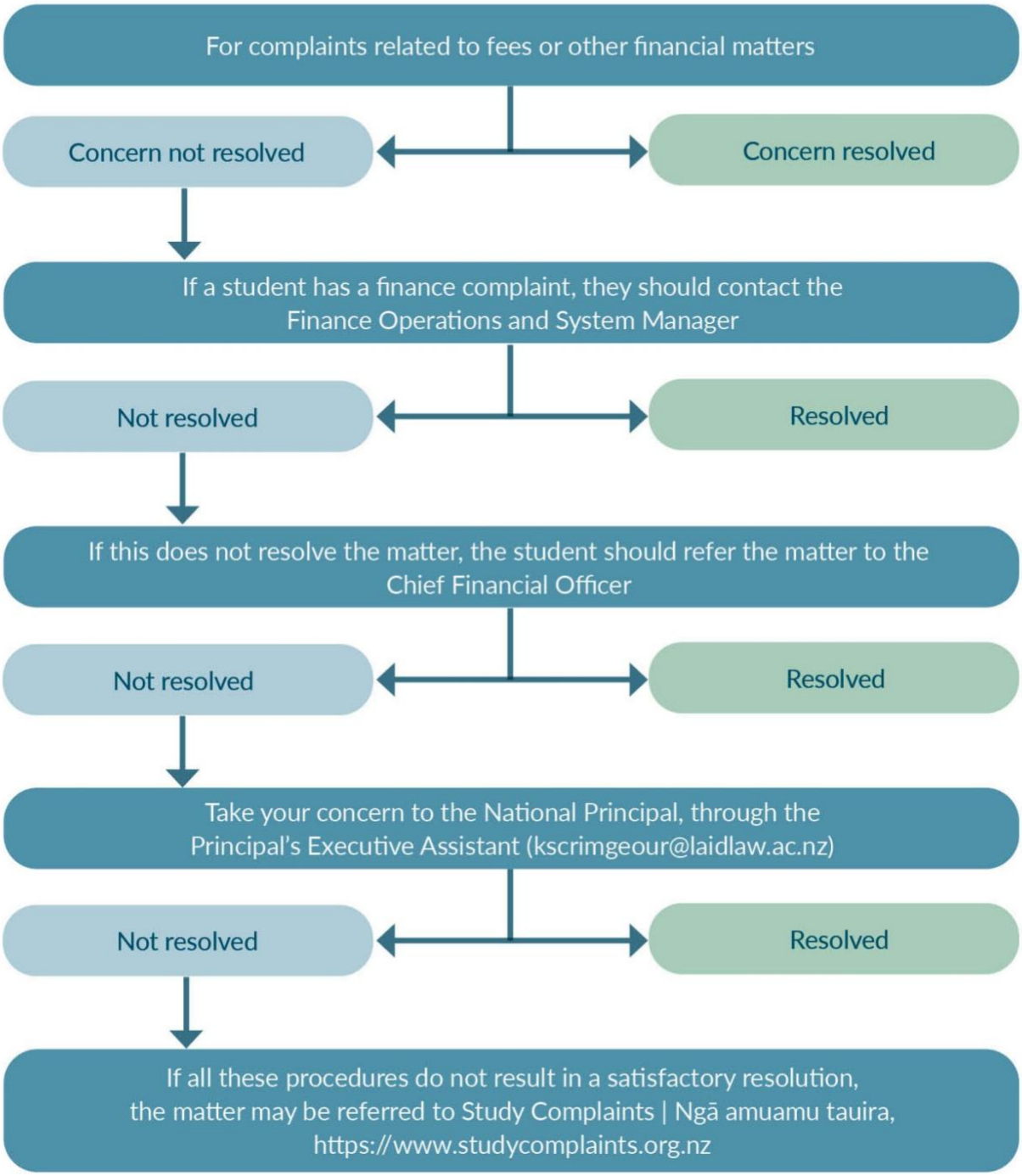
C. Complaints (General)



At all points in the process you are encouraged to bring a support person with you to any meeting. The person you are meeting may also ask another staff member to be present as an observer.

B.3 COMPLAINTS PROCEDURE – FINANCE

Complaints (Finance)



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