

IPU NEW ZEALAND

POLICY HANDBOOK

01 April 2019



Effective
Academic Year 2019-20

Policy Handbook current as at 01 April 2019

Every effort has been made to ensure the accuracy of the material contained in this Policy Handbook; however, changes may occur without notice. Please refer to the online version for current policies. [<http://www.ipu.ac.nz/downloads.html>]

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1.0 Establishment of IPU New Zealand

1.1 History of IPU New Zealand

1.2 Institute Crest

1.1 History of IPU New Zealand

International Educational Foundation (NZ) Incorporated is a charitable trust for the purposes of promoting international education. Its trading name is IPU New Zealand Tertiary Institute.

IPU New Zealand is a tertiary institute established on a 14 ha site in Aokautere in Palmerston North. His Excellency the late Governor-General of New Zealand, the most Reverend Sir Paul Reeves, GCMG, GCVO, QSO, officially opened International Pacific College on 11 May 1990.

In September 2015 we became known as IPU New Zealand (Institute of the Pacific United New Zealand). This name is more clearly indicative of the extent of our reach and linkages from New Zealand across the Pacific and into Asia.

Since its establishment, the Institute has grown steadily. In its first year of operation there were 69 students. By the first semester of the 2010 academic year, there were over 400 students. The campus accommodates the academic, administrative, residential, catering and recreational needs of the students and the staff. With the carefully planned expansion both in academic programmes and student numbers, the Institute is planning to build more teaching and accommodation facilities. The Institute has an international student body with students from about 20 different countries including Australia, Brazil, Cambodia, China, India, Indonesia, Japan, Nepal, New Zealand, Philippines, Sri Lanka, Taiwan, Thailand, United Kingdom, Uzbekistan and Vietnam. The staff at the Institute are also from many different countries.

1.2 Institute Crest

IPU New Zealand is located in New Zealand, a country surrounded by the Pacific Ocean, which is represented in the crest by the deep blue background. The encompassing green line represents the Pacific Rim countries and the New Zealand landscape. This green line also crosses from East to West and West to East in three waves. Finally, the green line highlights environmental concerns and the electronic connections between people all over the world through the Internet.

Centrally and uppermost in the crest, the open book symbolises accessible knowledge. Below this, three white herons soar to levels of higher learning. The heron, revered by both New Zealand and Japan, symbolises and celebrates the cross-cultural links that founded the Institute and points the way forward to all peoples learning together.



2. Ownership and Governance

2.1 Ownership

2.1.1 Certificate of Incorporation and Certificate of Change of Name

2.1.2 Rules of Soshi Gakuen New Zealand Incorporated (SGNZ)

2.1.3 Membership and Board of Trustees of SGNZ

2.1.4 Common Seal of SGNZ

2.2 Governance

2.3 Membership

2.4 Board of Trustees

2.4.1 Trustees

2.5 Process of Governance

2.1 Ownership

IPU New Zealand is an educational entity established and managed under the auspices of the Soshi Gakuen New Zealand Incorporated (hereinafter referred to as SGNZ), which was originally established as International Educational Foundation (NZ) Incorporated in 1988. The name was changed to SGNZ in 2018.

2.1.1 Certificate of Incorporation and Certificate of Change of Name

The official documents are as registered at the Companies Office.

2.1.2 Rules of Soshi Gakuen New Zealand Incorporated

The official documents are as registered at the Companies Office.

2.1.3 Membership and Trustees of SGNZ

The official documents are as registered at the Companies Office.

2.1.4 Common Seals of SGNZ

The following seal is approved by the Board of Trustees as official common seal of Soshi Gakuen New Zealand.



2.2 Governance

The Membership of SGNZ has the highest governing authority, while the Board of Trustees has the managing responsibility of IPU New Zealand in accordance with the directions and matters determined by the Membership.

2.3 Membership

The Membership of SGNZ is composed of four incorporated societies and 3 individuals.

Incorporated societies

- Soshi Gakuen Incorporated
- Kobe Soshi Gakuen Incorporated
- Kobe Sozo Gakuen Incorporated
- Taishi Gakuen Incorporated

Individuals

- Hiroshi Ohashi
- Setsuko Ohashi
- Tomikazu Ikeda

The Representative of Soshi Gakuen Incorporated (Japan) is appointed as the Representative of the Society. Deputy Representative, Treasurer, Secretary are appointed from the members of the Membership.

2.4 Board of Trustees

The aforementioned Membership incorporated societies may appoint a person to a seat of Trustee on the Board of Trustees.

The details of the Membership incorporated societies are as follows:

1. Soshi Gakuen Incorporated

An incorporated society that manages International Pacific University (IPU Japan). Soshi Gakuen Incorporated also manages junior colleges (Tokyo Management College and IPU Women's College including its affiliated Kindergarten), Soshi Gakuen High School, Clark Memorial International High School (57 campuses nationwide through its distant education programme) and vocational colleges in the areas of international business, foreign languages, interpretation and translation, hospitality and health science. The total number of educational establishments managed by Soshi Gakuen Incorporated is 12 nationwide in Japan.

2. Kobe Soshi Gakuen Incorporated

Kobe Soshi Gakuen Incorporated manages Clark Memorial International High School Ashiya Campus, which was a frontrunner of introducing social experience learning as part of the official compulsory curriculum and led the nationwide expansion of the Clark Memorial International High School, and vocational colleges in the area of health science. Kobe Soshi Gakuen Incorporated has a history of 30 years.

3. Kobe Sozo Gakuen Incorporated

Kobe Sozo Gakuen Incorporated has been offering educational services that meet the needs of local communities. Kobe Sozo Gakuen manages class-leading university entrance preparatory school in Hyogo Prefecture that successfully sends students to top-level national and private universities, as well as vocational colleges for international students in the areas of international business, globalised education, translation and interpretation.

4. Taishi Gakuen Incorporated

Taishi Gakuen Incorporated manages two educational establishments: Waseda International Business College successfully prepares international students from Asia to top universities in Japan. Musashino College of Arts offers a unique pathway to Musashino Art University, Tama Art University and other universities specialised in arts.

The Board of Trustees is responsible for management of daily operations at IPU New Zealand.

2.4.1 Members of the Board of Trustees

A list of current Board members is as follows:

- Hiroshi Ohashi (Representing Soshi Gakuen Incorporated)
- Setsuko Ohashi (Representing Kobe Soshi Gakuen Incorporated)
- Toshihiro Otsuka (Representing Kobe Sozo Gakuen Incorporated)

- Tetsuya Masuda (Representing Taishi Gakuen Incorporated)
- Tomikazu Ikeda (Individual member of the Membership)

Individual members of the Membership are co-appointed as members of the Board of Trustees.

2.5 Process of Governance

The authority and responsibilities of the Membership and the Board of Trustees are as follows:

Matters to be discussed and decided upon by the Membership:

- (i) Asset management and investment
- (ii) Property management
- (iii) Appointment or removal of Vice President of SGNZ, Chair of the Board, President and senior management of IPU New Zealand
- (iv) Approval of the organisational structure, educational guidelines, administrative rules that may significantly impact the operations of IPU New Zealand including establishment of new departments, and other matters
- (v) Approval of the annual budget and business plan
- (vi) Major construction and/or renovation plans

Matters to be discussed and decided upon by the Board of Trustees:

- (i) Operational goals and achievement plans
- (ii) New projects
- (iii) Improvement of matters related to academic programmes, including delivery, duration, objectives and outcomes of papers
- (iv) Approval of new policies
- (v) Establishment and implementation of annual budget and business plan
- (vi) Appointment or removal of managers and other academic and general staff of IPU New Zealand
- (vii) Student recruitment
- (viii) Issues and solutions to marketing activities
- (ix) Public relations and advertisement

Matters decided by the Membership and/or the Board of Trustees are implemented through the President, Senior Management and Assistant(s) to the Board of Trustees, etc.

Delegations of authorities to officers are limited to those which have been approved by the Board of Trustees in writing. Officers with delegated authorities must report to the Chair of the Board on a monthly basis and/or at his/her request regarding the matters they are delegated with.

Such reports must summarise the overview of the matters in general they are delegated with, including significant issues, deviations from the operational goals, suggested actions for improvement. President and Senior Management of IPU New Zealand must communicate with the Officers of SGNZ in both English and the Officer's mother language in order to ensure smooth communication, including reports and emails.

Regarding mid- and long-term operational plans and goals, the Board of Trustees exercises strategic influence over IPU New Zealand and communicates frequently in order to achieve the goals.

Tasks and responsibilities of academic staff in managerial positions are regulated and approved by the Board of Trustees.

3. Vision, Mission and Goals

3.1 Vision Statement

3.2 Mission statement

3.3 Admission statement

3.4 Curriculum statement:

3.5 Graduate Profile Statement

3.1 Vision Statement

As a member of the SOSHI Educational Group, IPU New Zealand embraces a vision of education that will develop citizens who will advance the search for integrated, meaningful and effective solutions to the challenges of contemporary global society.

3.2 Mission statement

We will provide learner-focused quality education with an international emphasis that encourages the application of critical and creative thinking, and the utilisation of fluent multilingual communication.

3.3 Admission statement

IPU New Zealand grants admission to students who have met the minimum entry requirements for their programme and who:

- want to understand, contribute to and succeed in a rapidly changing society
- demonstrate cultural self-awareness and are willing to share their understanding and learn from others

3.4 Curriculum statement:

IPU New Zealand will deliver quality teaching and support that:

- Embeds respect for cultural diversity, and in particular for the culture of the Māori peoples of Aotearoa New Zealand
- Focuses on language acquisition and contextual content (applied and experiential) learning
- Facilitates learning in a communicative and interactive environment.
- Is student-centred, with strong pastoral care and individual attention.
- Encourages the sharing of practice and research between the learning community at IPU New Zealand and International Pacific University, Japan.
- Is current and improving continuously through reflection, inquiry and staff development opportunities.

3.5 Graduate Profile Statement

IPU New Zealand graduates will have the transferable and specialised skills and competencies they need to empower their career pathways and lifelong contributions to society.



IPU New Zealand graduates will be citizens who:

1. Are confident, independent, resilient and able to set their own goals
2. Contribute positively to the global and local community
3. Act with professional courtesy and integrity
4. Are able to apply what has been learned in a range of vocational settings
5. Are curious and excited about learning
6. Know how to access and evaluate information in a range of ways
7. Think critically to solve problems collaboratively
8. Can listen to others from different countries
9. Can communicate cross-culturally in a range of contexts and social settings.
10. Value creative and sustainable solutions

4. Quality Management Systems

4.1 History of Quality Management: Policy Development

4.2 Generic Policies

4.2.1 Policy Development

4.2.2 Systematic Feedback

4.2.3 Review of Policy & Procedure

4.1 History of Quality Management: Policy Development

IPU New Zealand has developed and continues to revise its quality management systems to ensure that the core business runs smoothly and effectively and to deliver the highest possible quality of education at the Institute. Since 1990 officers of NZQA have visited the Institute regularly regarding the maintenance of IPU New Zealand's registration, approvals and accreditations of programmes, and reviews of the programmes accredited by NZQA. NZQA indicates that all requirements in relation to approval and accreditation continue to be met.

As part of its regular process, IPU New Zealand has been comprehensively evaluated by NZQA and most recently NZQA conducted an External Evaluation Review (EER) in 2015. NZQA advised that they are "Highly Confident in educational performance" and "Highly Confident in capability in self-assessment" of the Institute. NZQA External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

IPU New Zealand welcomes comments from its stakeholders regarding the relevance of our academic programmes and institutional policies.

4.2 Generic Policies

The need to have its own quality assurance and quality control mechanisms is imperative to the continual improvement of IPU New Zealand. These quality controls are the basis for this education establishment being self-monitoring. It is further accepted that the New Zealand Qualifications Authority has a critical part to play in evaluating the ongoing policy development, policy implementation and policy review and redevelopment processes at the Institute.

With these considerations in mind, three generic policies have been established. These are fundamental policy processes. One is concerned with how policy is established. The others have to do with policy evaluation and review. These generic policies are:

4.2.1 Policy Development

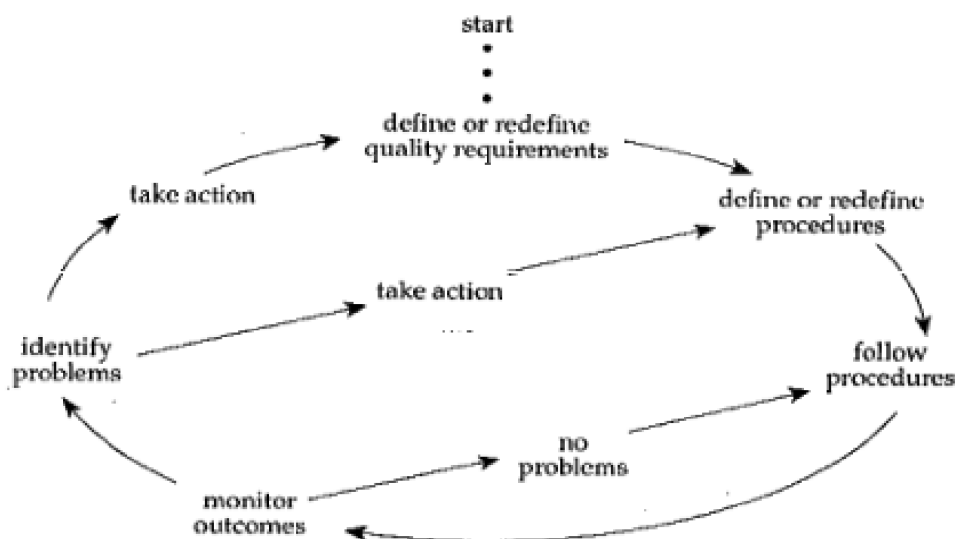
4.2.2 Systematic Feedback

4.2.3 Review of Policy & Procedure

Policy statements are intended to establish and maintain quality in each field of activity by:

- Adopting clear, considered and firm positions.
- Setting the standards to be met.
- Being focussed on ensuring that the policies are implemented.
- Development of operating procedures which give effect to policy intentions
- Establishing an in-built review mechanism.

Quality Systems are characterised by internal evaluation and redevelopment that reflects both internal processes and external comments as part of a cycle of activity or in a continuum of activity. In diagrammatic form, quality systems are characterised by feedback loops, which link policy, procedures and evaluation. One such procedure is a commonly used cyclic model as follows:



Central to these kinds of models are:

- Policy intentions
- Procedural practices
- Review processes, which involve all stakeholders.

The outcome of these ways of proceeding is further enhancement of practices and outcomes. These models exemplify continuous improvement.

4.2.1 Policy Development

POLICY NAME	Policy Development		
POLICY NUMBER	4.2.1	RESPONSIBILITY	President and/or Academic Board
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
<p>Policy Statement</p> <p>Policies for IPU New Zealand apply to all sites. Policies will be developed and documented to express the principles by which the Institute operates according to its Vision, Mission and Goals. Policies are used as guidelines for daily work, and are reviewed on a three year cycle. IPU New Zealand policies are established in compliance with the legislation of New Zealand (see Policy 8.9 Legislative Compliance) and in consideration of Te Tiriti o Waitangi (The Treaty of Waitangi). Policy documents will not only focus on the “what” and “how” of Institute activities, but also the “quality” of Institute activities. Policy statements will be the basis for a "quality management" approach to Institute operations.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Areas of the Institute in which policy and procedural guidelines are seen as necessary to the orderly conduct of the Institute’s operations, will be discussed by the President and senior management. If there are areas in which policies or procedural guidelines are seen as necessary to the orderly conduct of the Institute’s operations, or if existing policies need to be reviewed or revised, such procedures are periodically reviewed, and the Head of Academic Assurance will oversee such activities and discuss with the President or senior management. 2. The Head of Academic Assurance will establish Working groups to draft newly identified policy statements necessary for areas of activity. 3. Working groups will be expected to consult widely both internally and externally, to incorporate Institute vision, mission and goals as embodied by the Chair of the Board, Board of Trustees, President and senior management into draft policy statements, and present to the Board of Trustees for consideration. 4. The Chair of the Board of Trustees may request the opinion of the Academic Board as an advisory committee to the Board of Trustees in order to consider policy statements. 5. Policy statements that have been approved by the Board of Trustees will be published. 			

4.2.2 Systematic Feedback

POLICY NAME	Systematic Feedback		
POLICY NUMBER	4.2.2	RESPONSIBILITY	President and/or Academic Board
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022

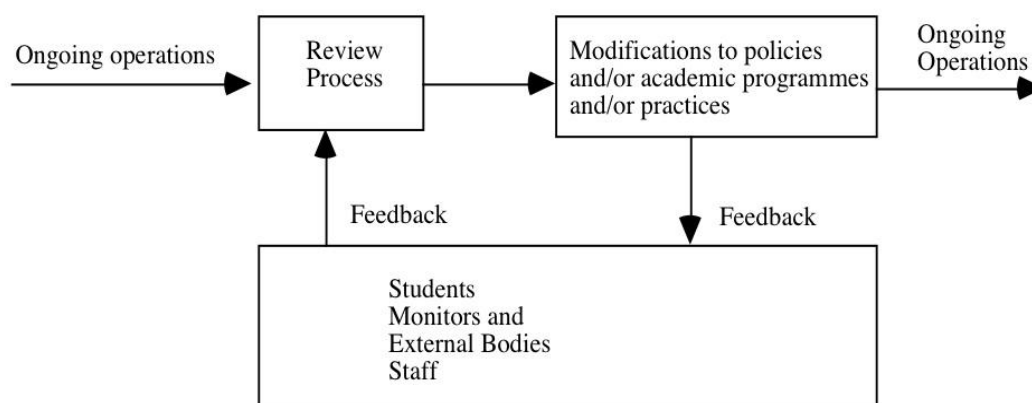
Policy Statement

Policies for all Institute sites will contain mechanisms for systematically obtaining feedback on the effectiveness of each policy, in order to pursue continuous improvement.

Procedure

A sustainable system for considering reports, views and suggestions that may enhance the Institute's performance, particularly academic, requires that there be certain central processes in operation. These processes are:

1. Receive continued feedback from students, staff and external bodies (including monitors) regarding the Institute's paper offering and performance.
2. Reflect on the feedback to enhance the work of the Institute.
3. Where appropriate, through agreed programmes of work, draft modification plans for the Institute's programmes and/or practices, and submit to the Board of Trustees for consideration.
4. After a decision by the Board of Trustees, communicate the outcome to interested and impacted students, staff and external bodies and seek further feedback.
5. These four processes will operate in the above sequence. How they are linked is shown in the following diagram:



Together, these processes represent a mechanism which will be applied to:

1. Monitors' reports,
2. Students' evaluation/appraisal of courses,
3. Suggestions from industry bodies, employees, consultants, functional relationships with other institutions, staff, students, parents and other stakeholders.

The Head of Academic Assurance will:

1. Consider feedback from each of these sources, and make such recommended draft modifications to policies and/or courses and/or practices as may be considered necessary, and submit these to the Board of Trustees for consideration.
2. After a decision by the Board of Trustees, communicate the outcome to interested and impacted students, staff and external bodies and seek further feedback.

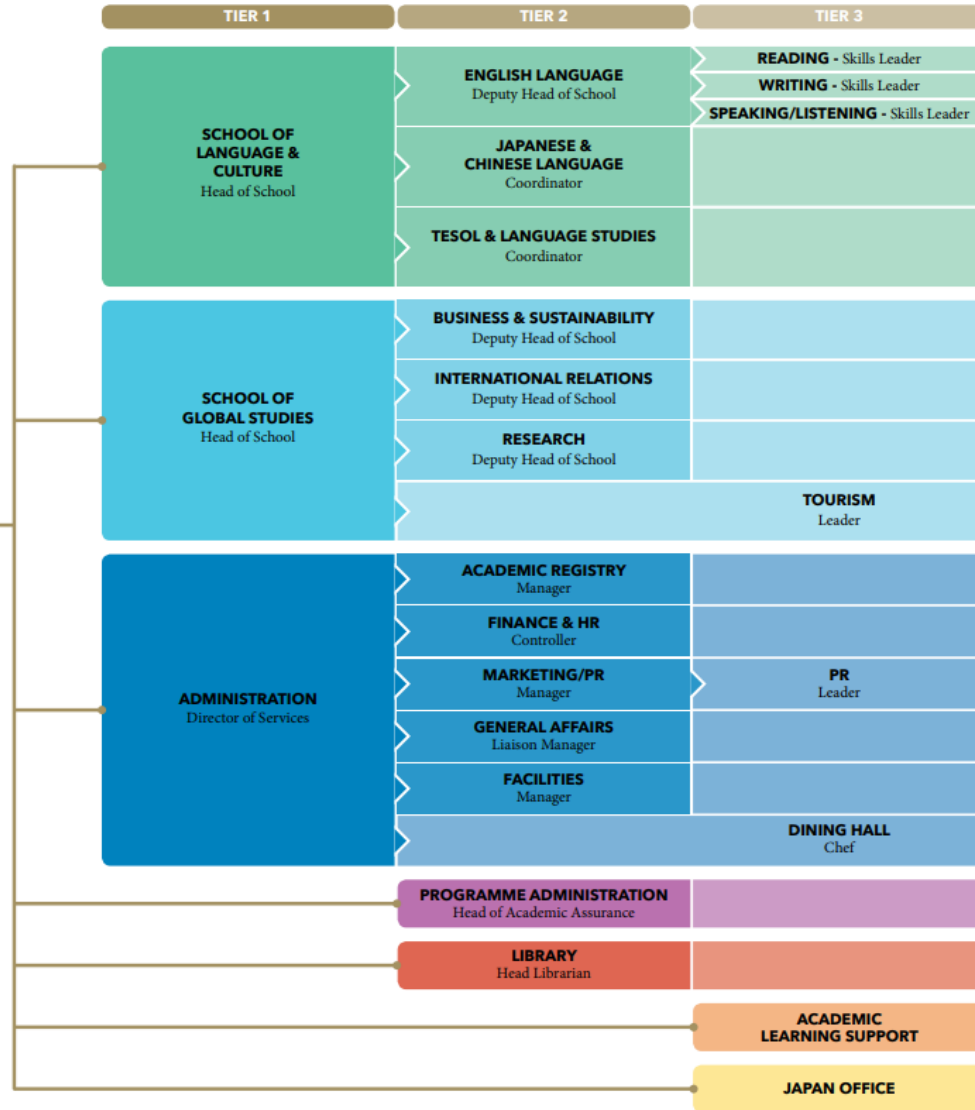
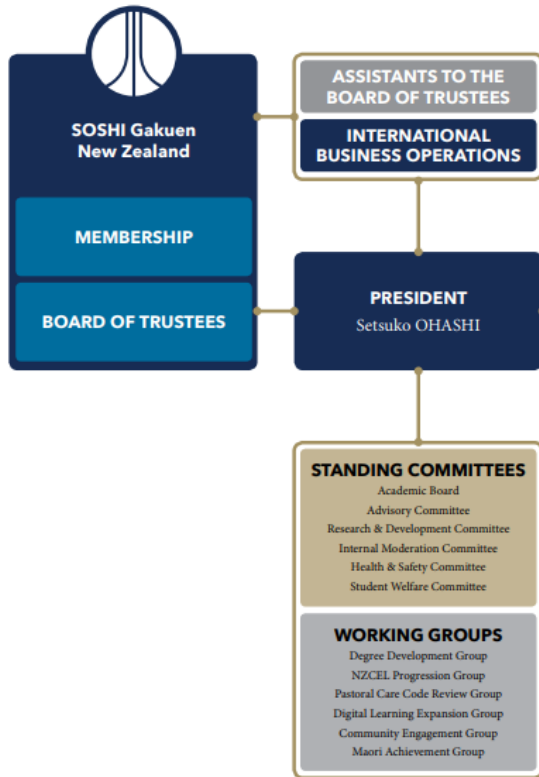
4.2.3 Review of Policy and Procedure

POLICY NAME	Review of Policy and Procedure		
POLICY NUMBER	4.2.3	RESPONSIBILITY	President and/or Academic Registry
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
Policy Statement Policies and procedures for all IPU New Zealand sites will be systematically and formally reviewed.			
Procedure <ol style="list-style-type: none">1. All policies are reviewed by the Board of Trustees every three years.2. After a review, in accordance with the policy 4.2.1, draft policy amendments prepared by a working group led by the Head of Academic Assurance will be discussed by the Board of Trustees.3. Policies approved by the Board of Trustees will be updated for publishing. Policy approval and review dates will be set according to the minutes of discussion by the Board of Trustees.4. The review calendar will be prepared and updated as appropriate by the Head of Academic Assurance.			

5. Organisational Structure



ORGANISATION STRUCTURE



6. Finance

6.1 Organisational Policies

- 6.1.1 Incorporated Society and Charity Status**
- 6.1.2 Budget Setting**
- 6.1.3 Ringi Procedures (Refer to Travel Policy - Policy Handbook 8.4)**
- 6.1.4 Purchasing Procedures**
- 6.1.5 Payment Approval**
- 6.1.6 Staff Pre-Payment Procedures**
- 6.1.7 Asset Management**
- 6.1.8 Auditing**

6.2 Student Finance Policies

- 6.2.1 Fee Setting**
- 6.2.2 Student Fee Protection**
- 6.2.3 Refund Policy**
- 6.2.4 Overdue Accounts and Fee Payment Policy**

6.1 Organisational Policies

6.1.1 Incorporated Society and Charity Status

POLICY NAME	Incorporated Society and Charity Status		
POLICY NUMBER	6.1.1	RESPONSIBILITY	Finance Manager
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020
<p>International Educational Foundation (NZ) Incorporated was established for the purpose of providing education, training, research, accommodation and international activities.</p> <p>International Educational Foundation (NZ) Incorporated was incorporated under the Incorporated Societies Act 1908 on 07 December 1988. International Educational Foundation (NZ) Incorporated changed its name to Soshi Gakuen New Zealand Incorporated on 16 April 2018.</p> <p>Soshi Gakuen New Zealand Inc., trading as IPU New Zealand, has been registered as a charitable entity under the Charities Act 2005, since 30 June 2008.</p> <p>Soshi Gakuen New Zealand is registered with the Charities Services to receive tax exemptions. Soshi Gakuen New Zealand is registered with IRD for GST purposes. Soshi Gakuen New Zealand is not liable for income tax.</p> <p>Soshi Gakuen New Zealand (as a charitable organisation) must continue to meet the following criteria to qualify for any of the exemptions:</p> <ul style="list-style-type: none">● Soshi Gakuen New Zealand's aims and activities must be exclusively charitable.● None of Soshi Gakuen New Zealand's income or funds may be used (or be available for use) to benefit any of its members, trustees or associates.● Keep accurate accounting records.● Function under a set of rules, constitution or trust deed.			

6.1.2 Budget Setting Policy

POLICY NAME	Budget Setting Policy		
POLICY NUMBER	6.1.2	RESPONSIBILITY	Finance Manager
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020
<p>Policy Statement</p> <p>Budget setting should occur in a considered, purposeful manner and include the considerations of strategic purpose, ongoing and future need. Budgets must seek to pursue the purpose of the Institute and ensure its ongoing success.</p> <p>Procedures</p> <ol style="list-style-type: none">1. Budgets to be determined by Finance Manager in discussion with Head(s) of Schools/ Managers, final decision sits with Board of Trustees.2. The Finance Manager will allocate annual departmental budgets to the Head(s) of Schools/Managers by calendar year end, who are then responsible for the disbursement of funds Head(s) of Schools/Managers are to be clearly informed of the strategic purpose.3. Budget planning discussions to be held in January.4. Final decision to be made by mid March at Board of Trustees meeting, for April 1st implementation. <p>Budgets for all 41 departments listed in Appendix 14 will follow the Budget Template set by the Finance Manager (See attached Appendix 15).</p>			

6.1.3 Ringi Procedures

POLICY NAME	Ringi Procedures		
POLICY NUMBER	6.1.3	RESPONSIBILITY	Assistants to the Board
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020

Policy Statement

The responsibility for governance of IPU New Zealand is with the Chair of the Board. To this end the Chair must be informed and his/her approval sought for financial and planning decisions.

Procedures

The procedures in this document are intended to enable employees of IPU New Zealand to work within approved levels of authority, including specified dollar limits of spending, with the flexibility needed to ensure smooth and effective operations. The procedures are not intended to suggest that all money that has been budgeted must be spent.

Each member of the IPU New Zealand team will endeavour to make the most efficient use of funds possible. This includes capitalising on opportunities to make savings by viewing Institute funds in the same way they would personal funds. This will contribute to the continuing economic viability and health of the Institute.

The following Ringi procedure will operate.

1. A ringi must be approved before any action is taken, or order or purchase is completed for any action or expenditure above delegated authority and/or unbudgeted expenditure. In order to allow for this, ringi forms must be submitted at least 21 working days (Head Office Approval), or 14 working days (Office Approval) in advance.
2. Costs submitted will be GST inclusive.
3. For costs over \$1000 at least two quotes will be submitted. For costs over \$5000 at least three quotes should be obtained.
4. A ringi form must be submitted in regards to recruitment, salary, and wage reviews.
5. With regard to major events (e.g. Commencement, Graduation, Festivals etc.) a planning ringi must be submitted at least three months (for a completely new event), or two months (for a regular event) before the event. The planning ringi should be approved before submission of an "actual" ringi for the event.
6. A ringi has to be sent through to the appropriate level (i.e., either Head Office Approval or Office Approval) for a decision.

DELEGATIONS

For all Ringis the following delegations will apply:

Position	Approval Level	Approval Place
Chair of the Board	Over NZ\$25,000	Head Office
Vice Chair of the Board	Under NZ\$25,000	Head Office
The Person authorised by BOT	Under NZ\$3,000	Office
Head(s) of School / Section Manager	Under NZ\$500	Office (Requisition; ringi not required)

Note 1: The above figures are GST inclusive.

Note 2: Any expenditure outside the budget must be approved by the Chair of the Board regardless of the amount.

6.1.4 Purchasing Procedures

POLICY NAME	Purchasing Procedures		
POLICY NUMBER	6.1.4	RESPONSIBILITY	Finance Manager/Assistants to the Board
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020
<p>Policy Statement</p> <p>The purpose of this procurement policy is to state IPU New Zealand intentions, and inform staff and contractors of the appropriate behaviour, when conducting a procurement process.</p> <p>Procedures</p> <ol style="list-style-type: none"> 1. In any case where a purchase is to be made, the staff member must complete a requisition form prior to ordering or purchasing goods and services for the Institute. 2. Orders will not be prepared until authority has been obtained. 3. The staff member completing the order will be responsible to ensure that proper authority has been obtained (see Ringi Procedures, Delegations). 4. Requisitions must be countersigned by the person responsible for the budget that the charge will be made against, to confirm that budgets will not be exceeded. 5. Purchase order books will be limited to Physical Resources/IT Manager, Student Support Manager, Head Librarian, Receptionist and/or other persons delegated by the Assistant to the Board. New Order books are held in the Finance Office. 6. All suppliers need to be informed of the system for approval before payment will be made against invoices. 			

6.1.5 Payment Approval

POLICY NAME	Payment Approval		
POLICY NUMBER	6.1.5	RESPONSIBILITY	Finance Manager
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020
<p>Policy Statement</p> <p>Financial procedure will contain the mechanisms to ensure invoices are approved before any payment is issued. All monies received by or on behalf of IPU New Zealand are subject to Soshi Gakuen New Zealand Inc. Constitution Article IX, Control on the Use of Funds.</p> <p>Procedures</p> <p>ACCOUNTS FOR PAYMENT</p> <p>All accounts for payment must be supported by:</p> <ul style="list-style-type: none"> • the official requisition form and order form • the invoice, with certification by the orderer that each item has been received, prices and quantities are correct and the payee details are correct <p>In all cases invoices must be approved for payment by manager responsible for the cost centre to be charged.</p> <p>All invoices are countersigned by the Assistant to the Board of Trustees.</p> <p>Payments are made on the 20th month unless prior arrangements have been made with Finance.</p> <p>Prior to payment the deskbank schedule and/or cheque will be checked by two signatories as designated by the Board of Trustees.</p> <p>REIMBURSEMENT OF EXPENSES</p> <p>Expense reimbursements must be certified by the manager of the individual being reimbursed. An expense claim should be supported by GST receipts or invoices.</p> <p>For claims for the use of private motor vehicle usage refer to 8.5 Use of Private Motor Vehicles for Institute Business Policy.</p> <p>PETTY CASH</p> <p>A petty cash fund of no more than \$1,000 shall be held.</p> <p>Reimbursement claims from the petty cash fund shall not exceed \$50 and must be accompanied by a receipt and approved petty cash request.</p> <p>Petty cash advances will only be made for amounts up to \$50. They must have an approved petty cash request. A receipt for the actual expense with any unspent cash must be provided within 2 working days of the advance.</p> <p>CREDIT CARDS</p> <p>Credit cards should only be issued to staff members after being authorised by the Chair of the Board of Trustees.</p> <p>A register of cardholders should be maintained.</p> <p>The limits set for credit card use are approved by the Chair of the Board of Trustees. The limits will be monitored by the Finance Department and any variations will require approval from the Chair of the Board.</p>			

Prior to the card being issued, the recipient must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.

Procedures to be Followed when Using the Card

The credit card is not to be used for any personal expenditure.

The credit card will only be used for:

- payment of actual and reasonable travel and accommodation incurred on IPU NZ business; or
- purchase of goods where prior authorisation has been given.

All expenditure charged to the credit card should be supported by:

- A detailed invoice and receipt to be attached to the requisition
- For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit.

All credit card transactions are to be given to the Accounts Payable Officer who will balance all transactions against the credit card statement. The credit card statement should be certified by the Finance Manager before due date of payment.

PAYROLL

The Desbank schedule for Payroll will be checked by two signatories as designated by the Chair of the Board.

Related Policy

Travel Policy (Refer to 8.4 Travel Policy)

6.1.6 Staff Pre-Payment Procedures

POLICY NAME	Staff Pre-Payment Procedures		
POLICY NUMBER	6.1.6	RESPONSIBILITY	Financial Controller
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020
<p>Policy Statement</p> <p>The purpose of this policy is to regulate the expenses paid to IPU New Zealand staff in advance for the purpose of business trips and attending conferences. All staff must follow the process and provide necessary reports in a timely manner.</p> <p>Procedures</p> <ol style="list-style-type: none"> For any requests to receive pre-payment of over \$50 for future spending or for payment of per diem allowance, all staff must submit an authorised <i>Pre-payment Requisition</i> form (Appendix 17) within the amount approved by Ringi, with quotes attached prior to any bookings being made. Pre-payment will only be made to the staff member's regular/salary bank account. The value of one-off pre-payment request will not exceed \$3,000 (excluding daily allowance). If a ringi has been approved over \$3000 pre-payment, additional payments of up to \$3000 will be made only upon receipts from first previous prepayment being submitting and reconciliation confirmed. Payment receipts of actual spending must be provided to the Finance department within 5 working days upon return from business trip. If receipts are not provided, the amount claimed cannot be justified and must be paid back to IPU New Zealand within one month after the submission of the <i>Summary of Expense Reconciliation</i> report. Receipts must be submitted together with <i>Summary of Expense Reconciliation</i> report (Appendix 18) so that Finance can reconcile spending against the Suspense Staff Prepayments account. The report must include a detailed list of payments and specify Ringi approved amount versus actual spending amount. For international travel the actual spending amount must be shown in original currency and converted to NZD amount on the date of the report. Where actual spending exceeds the Ringi approved amount, the staff member must submit an explanation letter, together with an additional Ringi. The authoriser who approved the original Ringi, must approve all additional Ringis related to the same business trip. <p>Related Policy</p> <p>Ringi Procedures (refer to 6.1.3 Ringi Procedures)</p> <p>Travel Policy (refer to 8.4 Travel Policy)</p>			

6.1.7 Asset Management

POLICY NAME	Asset Management																
POLICY NUMBER	6.1.7	RESPONSIBILITY	Finance Manager/Physical Resources Manager														
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020														
<p>Policy Statement Financial procedure will contain the mechanisms to ensure record keeping is always transparent and accurate.</p> <p>Procedures Acquisition of Assets The Board agrees to review the asset management plan annually and agree a budget for annual asset acquisitions.</p> <p>The decision to purchase any asset with a cost of over \$500 must be made by the RINGI procedure with at least 2 quotes.</p> <p>The Board shall consider the most cost efficient acquisition method for each new assets acquisition decision i.e. whether to buy or lease, and whether to acquire by operating or finance lease.</p> <p>Information Technology Assets All information technology assets, such as computers and laptops and associated software, must be compatible with the standard operating platform used within the institute.</p> <p>The Board aims to provide and maintain a suite of IT assets that provides the best possible learning tools for students, within budget constraints, including a replacement programme that matches the expected useful life of each asset.</p> <p>Expected Useful Lives The Board agrees on the expected useful lives of the following types of assets:</p> <table> <tr> <td>Buildings</td> <td>18-40 years</td> </tr> <tr> <td>Building improvements</td> <td>10–20 years</td> </tr> <tr> <td>Furniture and equipment</td> <td>10–15 years</td> </tr> <tr> <td>Information and communication technology</td> <td>4 years</td> </tr> <tr> <td>Motor vehicles</td> <td>5 years</td> </tr> <tr> <td>Leased assets</td> <td>According to lease agreements</td> </tr> <tr> <td>Library resources</td> <td>Subject to assessment</td> </tr> </table> <p>Maintenance of Assets The physical resource manager shall have delegated authority to maintain the institute’s assets in good working order, within the approved budget.</p> <p>Asset Records All assets with a cost of \$1,000 or more shall be recorded in the fixed asset register.</p> <p>Assets that cost less than \$1,000 shall be recorded in a register of valuable assets. A review of assets against the fixed asset and valuable asset registers shall be undertaken at least once a year.</p> <p>Disposal of Assets</p>				Buildings	18-40 years	Building improvements	10–20 years	Furniture and equipment	10–15 years	Information and communication technology	4 years	Motor vehicles	5 years	Leased assets	According to lease agreements	Library resources	Subject to assessment
Buildings	18-40 years																
Building improvements	10–20 years																
Furniture and equipment	10–15 years																
Information and communication technology	4 years																
Motor vehicles	5 years																
Leased assets	According to lease agreements																
Library resources	Subject to assessment																

The Board shall approve the disposal of any asset that had an original cost of over \$3,000, including the reasons for disposal, disposal process and use of any disposal proceeds via the RINGI process.

The Assistant to the Board shall approve the disposal of any asset that had an original cost of over \$500, including the reasons for disposal, disposal process and use of any disposal proceeds via the RINGI process.

6.1.8 Auditing

POLICY NAME	Auditing		
POLICY NUMBER	6.1.8	RESPONSIBILITY	Finance Manager
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020
<p>Policy Statement</p> <p>Financial accounts will be audited by an independent auditor to ensure that statements are in accord with appropriate national and international requirements and the Education Act 1989 159 Y D. The financial statements of Soshi Gakuen New Zealand Inc. will always be in accordance with the financial and reporting framework of the Public Benefit Entity International Public Sector Accounting Standards Reduced Disclosure Regime (PBE IPSAS RDR) for Tier 2 Not for Profit Entities and the PTE Registration Amendment Rules 2016.</p> <p>Procedures</p> <p>As a Private Training Establishment, Soshi Gakuen New Zealand Inc, trading as IPU New Zealand, will submit an independent auditors report annually to the New Zealand Qualifications Authority. The report must state that the PTE and the Trustees are compliant with the requirements of the Trust Deed and NZQA Student Fee Protection Rules.</p> <p>As a funded tertiary education organisation, Soshi Gakuen New Zealand Inc., trading as IPU New Zealand, will annually submit a Statement of Financial Performance, a Statement of Financial Position and a Statement of Cash Flows to the Tertiary Education Commission.</p> <p>As a charity, Soshi Gakuen New Zealand Inc., trading as IPU New Zealand, will annually submit audited accounts to Charities Services.</p>			

6.2 Student Finance Policies

6.2.1 Fee Setting

POLICY NAME	Fee Setting Policy														
POLICY NUMBER	6.2.1	RESPONSIBILITY	Senior Management Team												
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020												
<p>Policy Statement Fees setting shall always occur within the restrictions of the Annual Maximum Fee Movement (AMFM) Policy (TEC) and the Ministerial Direction on Compulsory Student Services Fees 2014 (MoE).</p> <p>Student Facility Fees Decision making process Representatives of the student body will meet annually to discuss the facility fee.</p> <p>All members of the Hall Leadership Team will be expected to attend whilst an open invitation will be sent to all interested students. Staff will be represented by members of the Student Support and Finance team.</p> <p>Information to be consulted upon at the meeting will be made available to students in August and at least 10 working days prior to the meeting and will cover:</p> <ul style="list-style-type: none"> ● A statement of fee income and expenditure for each type of student service in the previous year ● The proposed maximum that the students will be charged for student services “Facility fee” in the following year ● The types of services to be delivered ● The procurement and authorising of services <p>Submissions may be made to the Student Support Manager during this period.</p> <p>Minutes from the meeting will be compiled and the Senior Management of IPU New Zealand will consider any proposals put forward by the meeting or by submission from those unable to attend. Response to these considerations will be communicated by meeting and then by email to all students by the end of September.</p> <p>Any fee change will be set by the Board of Trustees on recommendation of the Senior Management Team and communicated to students before the end of October.</p> <p>Timeframes</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Financial Year End</td> <td>March</td> </tr> <tr> <td>Information for Consultation provided</td> <td>August</td> </tr> <tr> <td>Feedback</td> <td>September</td> </tr> <tr> <td>Decision announcement</td> <td>October</td> </tr> <tr> <td>New prospectus</td> <td>January</td> </tr> <tr> <td>Implementation</td> <td>Following January</td> </tr> </table> <p>Reporting A written report is to be provided to students regarding the Student Facility Fees annually. This will be posted on the IPU New Zealand website and all students notified with link via email. It will also be included in the IPU New Zealand Annual Report. A copy of this report is to be sent to:</p>				Financial Year End	March	Information for Consultation provided	August	Feedback	September	Decision announcement	October	New prospectus	January	Implementation	Following January
Financial Year End	March														
Information for Consultation provided	August														
Feedback	September														
Decision announcement	October														
New prospectus	January														
Implementation	Following January														

<p>Visa support</p> <p>Advocacy and legal advice</p> <p>Financial support and advice</p> <p>Student Advisors</p> <p>IPU Active</p> <p><i>9.(a) Advocacy and legal services</i></p> <p><i>9.(c) Counselling services</i></p> <p><i>9.(e) Financial support and advice</i></p> <p><i>9.(j) Sports, Recreation and Culture</i></p>	<p>Students are provided with help through the visa application process.</p> <p>Advocacy and support for students attending court or other issues that require assistance</p> <p>IPU New Zealand arranges for students to have bank accounts set up prior to arrival and banking information as part of Orientation. IPU New Zealand can help with Study Link enquiries and payment plans.</p> <p>Provision of advice for a range of issues outside students' academic needs through the student support and the recruitment teams.</p> <p>Short trips and holiday events planning.</p>
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**These refer to the relevant clause from the Ministerial Direction schedule of types of services*

Reference:

Ministerial Direction on Compulsory Student Services Fees for 2014

<http://www.tec.govt.nz/assets/Funding-mechanisms/5ef4c50695/Ministerial-Direction-on-Compulsory-Student-Services-Fees-for-2014.pdf?r=1>

Guidance on complying with requirements for the Compulsory Student Services Fee

<https://www.tec.govt.nz/teo/working-with-teos/compulsory-student-services-fees/>

Tuition and accommodation fees

Tuition fees will be set by the Board of Trustees. Domestic fees will always be set within the Annual Maximum Fee Movement (AMFM) Policy restrictions.

The fee setting process will sit with Recruitment and Finance departments, facilitated by an Assistant to the Board of Trustees, and on advice from Academic Registry and Student Support be submitted to the Senior Management Team before submission to the Board of Trustees.

After ringi ordinance is received, students and families will be informed:

- Fee changes will be announced on IPU New Zealand website
- Fees will be printed in following year's prospectus
- A general communication will come out from finance to students and international families prior to invoicing

Change will be communicated 18 months prior for international student fees and at least 6 months prior for domestic fee changes, subject always to any ministerial or government budget restrictions.

6.2.2 Student Fee Protection

POLICY NAME	Student Fee Protection		
POLICY NUMBER	6.2.2	RESPONSIBILITY	Finance Manager
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020
Policy Statement Soshi Gakuen New Zealand Inc. complies with NZQA Student Fee Protection Rules 2013.			
Procedure The financial resources are available to refund fees to students when required.			
Soshi Gakuen New Zealand Inc. holds Student Fee Protection in Trust. The trustees are John Freebairn and Sam Rowe at Fitzherbert Rowe Lawyers.			
Soshi Gakuen New Zealand Inc. submits the quarterly Student Fee Protection Attestation to NZQA.			

6.2.3 Refund Policy

POLICY NAME	Refund Policy		
POLICY NUMBER	6.2.3	RESPONSIBILITY	Senior Management Team
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020
<p>Policy Statement</p> <p>IPU New Zealand’s Student Refund Policy complies with the 1989 Education Act, the 2012 Gazette notice on Refund Requirements for International Students and the NZQA Student Fee Protection rules.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Fee refund rules are determined by the residency status of the student. 2. International recruitment costs are higher, therefore costs of up to 25% will be retained if an international student withdraws within the refund period and up to 10% for domestic students. <p>Refund of tuition will be determined by the Refund period. Refund will be processed by IPU New Zealand within 5 working days.</p> <ol style="list-style-type: none"> 1. Start date will be the first date of the term in the invoice period of the student. 2. Refund of Accommodation (monthly) and facility fees (by term) will be determined on a pro-rata basis. 3. Bond will be refunded after clearing of any outstanding balance together with consideration of any damage to the room in which the student resided. 4. To apply for withdrawal and therefore eligibility for refund, students must follow the procedure as set out in the Academic Handbook 7.4 5. The student refund policy information will be provided to agents, students prior to enrolment, students at orientation and available to students on the website. 6. In the case of student withdrawal, refund will be made within 5 working days. 7. In all other cases, including closure events, refund will be made in 28 working days. 			

6.2.4 Overdue Accounts and Fee Payment Policy

POLICY NAME	Overdue Accounts and Fee Payment Policy		
POLICY NUMBER	6.2.4	RESPONSIBILITY	Finance Manager
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020

Policy Statement

Careful monitoring and management of fee payments and overdue accounts is an important aspect of the Institute's business practices to ensure IPU New Zealand is not at risk in these significant areas of financial operations.

Procedure

1. New Zealand Students

- All course related costs, bond, tuition fees must be paid by the due date, before the start of term.
- Students are invoiced for each full term's accommodation fees separately. Semester/term dates are according to the Academic Calendar, and include Study Week breaks. Irrespective of their departure or arrival date, all students are required to pay the full term's accommodation fees specified.
- Accommodation fees must be paid in advance. Students may make weekly or fortnightly payments but must always be in advance. The first week's accommodation fees must be paid before the student moves onto campus then weekly or fortnightly payments must begin the following week.
- Students may not attend classes or be allowed to move onto campus unless all fees are paid. Confirmation of payment must be obtained from the finance office before the student is allowed to move into the halls of residence.
- Students should be advised of the importance of applying to StudyLink in time to have their student loan arranged before the due date of the fees.
- Outside of term dates, during holidays*, students will be charged for the whole period, unless a travel plan form and key is received. Without a travel plan form no refund will be considered. Students must submit their Travel Plan form in advance and surrender their room key by Monday at the latest.

Important note:

a) At the beginning of the holiday period, students must check-out and move off campus by Monday afternoon. Students who depart later will be charged a full week's rent.

b) At the end of the holiday period, students may check-in/arrive on campus on Sunday afternoon. Students who arrive earlier will be charged a full week's rent.

*Holidays: between Semester 1 and Semester 2; between Semester 2 and Summer Term; between Summer Term and Semester 1; between Semester 2 and Semester 1 (if a student is not studying over summer)

2. International Students

- At a minimum the following fees must be paid before an Offer of Place will be issued:

Facility Fees	100%
Bond, and Cleaning and Maintenance fee	100% (before beginning Year One)
Insurance	100%
Accommodation	50%
Tuition	100%

3. Instalment plans for International students' accommodation fees

- The Finance Manager and Assistant to the Board of Trustees must approve the instalment plan.

- Failure to adhere to the terms of an instalment plan will make the plan void and full payment of the invoice will be required immediately. The instalment plan must ensure the student has always paid in advance of the services they are receiving.
- Any instalment plan will have a maximum of two (2) payments and the second payment must be made before the start of the following term of study.
- A payment plan application form must be filled in by the student and their parents, accompanied by a letter from the parents, and submitted for approval one month BEFORE the term begins. No student will be allowed to begin classes each term unless all fees are paid or an approved payment is in place.
- The student must be advised that the letter from IPU New Zealand to Immigration New Zealand (INZ) for their visa will only state the period they have actually paid for in advance. The cost of extra visa applications will be borne by the student. Letters to INZ will not be written until the payment has been received.

Procedures for Overdue Outstanding Payments

The non-payment of fees may result in unwanted consequences to students, as stated in the Academic/Student Handbook, Clause 7.3.

Students who have overdue debts will be advised that the following procedures will be enforced, effective October 2009, unless they have made special payment arrangements with IPU New Zealand.

If the payment of any invoice is not completed by the term start date, the student's enrolment will not be processed and the student will not be able to start class. Residential students will be asked to leave campus. International students will not be able to renew their visa.

The student is warned that any further delay in payment will result in expulsion from the Institute.

After eight weeks, students who have not responded to their second reminder will receive a final notice and will be advised that they are now expelled from IPU New Zealand. They will be referred to a debt collection agency for collection of any outstanding fees. Any costs incurred will be charged to the student.

Once the overdue debts are cleared, the student will be allowed to return to IPU New Zealand.

7. Academic Management

7.1 Committees

7.1.1 Academic Board

7.1.1(a) Internal Moderation Committee

7.1.1(b) Research and Development Committee

7.1.2 Student Welfare Committee

7.1.3 Academic Advisory Committee

7.1.4 Health and Safety Committee

7.2 Programme Development, Evaluation and Degree Review

7.2.1 Curriculum Design

7.2.2 Evaluation of Programmes

7.2.3 Moderation of Papers

7.2.4 Degree Review

7.2.5 Career Development

7.2.6 Digital Learning and Teaching

7.3 Academic Staff Development

7.3.1 Research

7.3.2 Human Ethics

7.3.3 Professional Development

7.3.4 Sabbatical Leave

7.3.5 Intellectual Property

7.4 Admission and Credit

7.4.1 Admissions Policy

7.4.2 Credit Recognition and Transfer

7.5 Complaints and Appeals Relating to Disputes of Regulations, Academic Policy or Violation of Human Rights or Privacy

7.6 Disruptive Behaviours in the Classroom

7.1 Committees

POLICY NAME	Committees		
POLICY NUMBER	7.1	RESPONSIBILITY	President
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
Policy Statement IPU New Zealand has established committees and groups to ensure that academic programmes have sufficient and appropriate resources, and are conducted according to approvals and regulations. These committees/groups report to the Board of Trustees and to external authorities as required: 7.1.1 Academic Board 7.1.1(a) Internal Moderation Committee 7.1.1(b) Research and Development Committee 7.1.2 Student Welfare Committee 7.1.3 Academic Advisory Committee 7.1.4 Health and Safety Committee A quorum for each committee shall comprise two-thirds of members if not otherwise stated. Should a meeting be held with fewer members, any decisions made will be subject to the signed agreement of the committee quorum.			

7.1.1 Academic Board

Name	Academic Board
Policy Number	7.1.1
<p>Statement:</p> <p>The Academic Board is established as an advisory group to the Board of Trustees to supervise, evaluate and review academic and general administrative activities at the Institute in order to ensure the integrity of the academic programmes and services at IPU New Zealand and realise the vision, values and strategic direction of the Membership.</p> <p>The Academic Board sets quantitative goals as much as practicable in terms of academic achievement of students, their retention, and their resilience and capability to succeed in society. The Academic Board will supervise and give guidance toward the achievement of these goals, and report the results to the Board of Trustees.</p> <p>Composition:</p> <p>The Academic Board is composed of nine members who are the President, Head of School (Language and Culture), Head of School (Global Studies), Head of Academic Assurance, Director of Services, Academic Registry Manager, Student Support Manager, a Representative of Soshi Gakuen Headquarters representative, and a Representative of International Pacific University (IPU Japan). The Chairperson shall be served by the President. In the absence of the President, a member appointed on his/her behalf will assume the chairpersonship for the length of the meeting.</p> <p>Minutes are to be taken by the Head of Academic Assurance. In the absence of the Head of Academic Assurance, the Academic Registry Manger will take the minutes on his/her behalf.</p> <p>The Chairperson may, when necessary, ask a non-member of the Academic Board to attend an Academic Board meeting and speak on his/her behalf.</p> <p>Summon:</p> <p>The Academic Board will meet once per month, excluding Institute holidays. The Chairperson may summon special Academic Board meetings when he/she finds it necessary to do so.</p> <p>Quorum and Decision:</p> <p>The quorum of the Academic Board is two-thirds of its membership. Decisions are made with a majority vote. If the affirmative and negative votes are equal, the decisive vote may be made by the Chairperson.</p> <p>Matters to be supervised and discussed by Academic Board:</p> <ol style="list-style-type: none">1. That the curriculum is contemporary, and that the academic programmes offered are of high quality by:<ol style="list-style-type: none">a) Checking the curriculum is up-to-date and offered in an efficient mannerb) Reviewing the curriculum design is creative so that it encourages experiential learningc) Considering whether new papers are needed and what content such papers should deliverd) Checking that commitment to the principles of the Treaty of Waitangi is clearly articulatede) Reviewing whether the regular internal and external review of programmes being conducted every three years is leading to appropriate improvementf) Overseeing the evaluations of paper outlines to ensure these are conducted in a fair, accurate and effective manner in order to achieve learning outcomes2. Supervision and guidance to ensure the achievement of academic performance goals, new developments, renewals, improvements and reviews as decided by the Board of Trustees. Supervision and guidance on whether set goals are achieved in terms of improvement of	

students' academic performance (including linguistic ability, core subject knowledge, communication and presentation abilities including digital technology competencies) as well as high retention rates/completion rates and their resilience in society.

3. That the Institute offerings meet the needs of stakeholders:
 - a) Reviewing student evaluation surveys of classes and collegiate life for appropriate implementation and reasonable responses from the students
 - b) Considering whether points and actions needing improvement are reflected in students' evaluation of classes and their attendance in classes
 - c) Checking that end-of-semester reports from the responsible staff (including reports on his/her own performance) are appropriate in terms of compliance with the internal and external rules and regulations, consistent with achievement towards the Graduate Outcomes, and in line with the results from observations of classes
 - d) Reviewing the goals in the Key Results Areas are appropriately set and performance is appropriately evaluated
 - e) Considering whether points and actions needing improvement are reflected in the results of the Key Results Areas
4. That academic and general administrative policies general are effective and appropriate, and followed by the staff:
 - a) Reporting any changes to rules and legislations of New Zealand government to the Board of Trustees
 - b) Ensuring that staff are well informed of the policies of the Institute
 - c) Evaluating and submitting opinions to the Board of Trustees, when requested by the Chair of the Board of Trustees, regarding suggested drafts of new or amended policy statements where new or amended policy statements have been prepared for the Board of Trustees
5. Other matters:
 - a) Conferring of Emeritus Master's degrees

Matters that require approval by the Board of Trustees:

The following matters need discussion by the Academic Board and approval by the Board of Trustees:

6. Review of the Internal Moderation Committee on students' academic grades and graduation for appropriateness
7. Review of the recommendations by the Research and Development Centre on professional development applications of staff for appropriateness

Matters that require approval by senior management:

The following matters need discussion and approval by three or more senior management staff

8. Appropriateness of admission applications by prospective student(s)
 - a) When a scholarship higher than usual levels accepted by the Board of Trustees is proposed, an application to the Chair of the Board of Trustees for his/her approval is required.

Confidentiality:

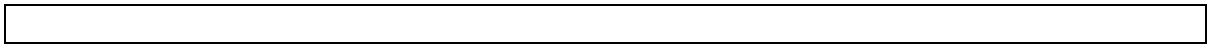
Academic Board members must not release any confidential information on the important matters related to the Institute and private information on staff and students discussed by the Academic Board.

Working Groups:

The Academic Board may establish working groups as required.

Minutes:

Minutes of the matters discussed by the Academic Board must be signed by the Chairperson of the Academic Board and two or more Trustees who are appointed by attending members. Signed minutes must be kept by Academic Registry.



7.1.1(a) Internal Moderation Committee

Name	Internal Moderation Committee
Policy Number	7.1.1(a)
Convener	Head of Academic Assurance
Purpose	<ul style="list-style-type: none">• To establish and maintain an internal system of moderation of programmes, papers and examinations.• To receive the results of all assessments of student learning, report on this with recommendations for grades to the Academic Board for approval.
Membership	<ul style="list-style-type: none">• Head of Academic Assurance (Chair)• Deputy Heads and Coordinators of each subject area in the Schools of Language & Culture and Global Studies• Other members as co-opted by the Chair
Quorum	All members or their representatives must attend
Meetings	As required
Minutes	Held by the Academic Registry Manager

7.1.1(b) Research and Development Committee

Name	Research and Development Committee
Policy Number	7.1.1(b)
Convener	Deputy Head of School (Research)
Purpose	<ul style="list-style-type: none"> ● To make recommendations about research policy and procedures to the Head of Academic Assurance ● To inform staff members of policies and procedures relating to research and professional development at IPU New Zealand. ● To ensure research by IPU New Zealand staff and students is conducted in an ethical manner by collectively discussing any ethical issues that may arise from any proposed research project; to consider any external research on campus ● To consider funding research proposals and conference presentations of IPU New Zealand staff and students and make recommendations to the Academic Board. ● To maintain a register of all research conducted by staff and students and to report annually to the Board of Trustees on research outputs and present the research plan for the ensuing year. ● Offer advice and guidance as required to create a supportive and encouraging environment for research and professional development activities at the Institute. ● Arrange a Research Day for all Academic Staff each year
Membership	<ul style="list-style-type: none"> ● Deputy Head of School (Research) (Chair) ● Deputy Heads and Coordinators of each subject area in the Schools of Language & Culture and Global Studies ● Other members as co-opted by the Chair
Meetings	Monthly
Minutes	Held by the Research and Development Committee Secretary
Related policy	7.3.1 Research 7.3.2 Human Ethics Policy

7.1.2 Student Welfare Committee

Name	Student Welfare Committee
Policy Number	7.1.2
Convener	Student Support Manager (or designated representative)
Purpose	<p>The Student Welfare Committee exists to constantly consider student wellbeing and satisfaction at IPU New Zealand Tertiary Institute.</p> <ul style="list-style-type: none"> ● To ensure the Institute is always operating under the principles of the Pastoral Care Code ● To implement a Student Wellbeing Strategy ● To regularly encourage and review student satisfaction and report to the Board of Trustees ● To recommend any policy or procedural changes to the Head of Academic Assurance to improve student welfare and/or satisfaction incorporating the Institute's vision, mission and goals
Membership	<ul style="list-style-type: none"> ● Student Support Manager (Chair) ● Heads of School ● Facilities Manager ● Recruitment Team representative ● Student Support team representative ● Dining Hall team representative ● Academic Learning Support representative ● Head Librarian ● Academic Registry Manager ● Finance Manager ● Director of Services ● Other members as co-opted by the Chair
Meetings	Monthly
Minutes	Held by the Student Welfare Committee Secretary

7.1.3 Academic Advisory Committee

Name	Academic Advisory Committee
Policy Number	7.1.3
Convener	President
Purpose	<p>(a) To provide direction, control and guidance to those directing the Schools of Language and Culture and Global Studies, to ensure the achievement of a genuine interdisciplinary and international approach</p> <p>(b) To oversee the progress and development of papers</p> <p>(c) To oversee the relationship between degree programmes and related tertiary level degrees</p> <p>(d) To oversee the internal consistency of papers</p> <p>(e) To comment and advise on proposals for new programmes and papers from associated industry viewpoint</p> <p>(f) To oversee the external review and moderation of programmes.</p> <p>(g) To act as a sounding board for new ideas</p> <p>(h) To act as an independent assessor of quality control mechanisms and teaching standards</p>
Membership	<p>(i) President</p> <p>(j) Head(s) of Schools</p> <p>(k) Designated External Members for example representatives from various sectors of the community</p>
Meetings	Biennially
Minutes	Held by the Head of Academic Assurance

7.1.4 Health and Safety Committee

Name	Health and Safety Committee
Policy Number	7.1.4
Convener	Student Support Manager (or designated representative)
Purpose	<p>The Health and Safety Committee exists to be a collective recommendation-making body for IPU New Zealand Tertiary Institute as part of the Person Conducting a Business or an Undertaking (PCBU)'s duty of care under the Health and Safety at Work Act (HSWA) 2015 and the Education (Pastoral Care of International Students) Code of Practice 2016.</p> <p>According to Schedule 2 (Part 2, section 20) of the HSWA 2015, the "functions of a health and safety committee are-</p> <ul style="list-style-type: none"> ● to facilitate co-operation between the PCBU and workers in instigating, developing, and carrying out measures designed to ensure the workers' health and safety at work; and ● to assist in developing any standards, rules, policies or procedures relating to health and safety that are to be followed or complied with in the workplace; and ● to make recommendations relating to work health and safety; and ● to perform any other functions that are- <ul style="list-style-type: none"> ○ agreed between the PCBU and the committee; or ○ prescribed by regulations."
Membership	<p>At least half of the Health and Safety Committee must comprise elected representatives (Health and Safety at Work [Worker Engagement, Participation, and Representation] Regulations 2016, Part 2, Subpart 4, Section 28(2b)).</p> <p>Appointed members:</p> <ul style="list-style-type: none"> · Health & Safety Coordinator · Health & Safety Administrator Director of Services <p>Elected Representatives:</p> <ul style="list-style-type: none"> · In keeping with Worker Engagement, Participation and Representation Regulations 2016, Part 2, Subpart 2, Section 6(1), the Committee shall include at least one Representative for every 19 workers at IPU New Zealand. · Major areas of operation (especially those engaged in higher risk activities) at IPU New Zealand will have representation on the Committee. · Numbers of Representatives, and areas represented, may change from time to time, as agreed upon by management and workers, as set out in Part 2, Subpart 4, Section 28(1). · Selection of Representatives will follow the nomination and election procedures as specified in the Worker Engagement, Participation and Representation Regulations 2016, Part 2, Subpart 3, Sections 9 - 17. · Ideally, Representatives will be full time staff. However, anyone working for more than 20 hours per week may be nominated. · All Elected Representatives will be provided with training, as per the Worker Engagement, Participation and Representation Regulations 2016, Part 2, Subpart 3, Sections 21-26.
Relevant legislation and regulations	1. Health and Safety at Work Act 2015

	2. Health and Safety at Work (Worker Engagement, Participation, and Representation) Regulations 2016
Meetings	Minimum every three months. (Health and Safety at Work [Worker Engagement, Participation, and Representation] Regulations 2016, Part 2, Subpart 4, Section 29(a))
Minutes	Held by the Chair
Related Policy	10.0 Health and Safety Policy

7.2 Programme Development, Evaluation and Degree Review

7.2.1 Curriculum Design

POLICY NAME	Curriculum Design Policy		
POLICY NUMBER	7.2.1	RESPONSIBILITY	President
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
Policy Statement IPU New Zealand will deliver quality teaching and support that: <ul style="list-style-type: none">• Embeds respect for cultural diversity, and in particular for the culture of the Māori peoples of Aotearoa New Zealand• Focuses on language acquisition and contextual content (applied and experiential) learning• Facilitates learning in a communicative and interactive environment.• Is student-centred, with strong pastoral care and individual attention.• Encourages the sharing of practice and research between the learning community at IPU New Zealand and International Pacific University, Japan.• Is current and improving continuously through reflection, inquiry and staff development opportunities.			
Procedures <ol style="list-style-type: none">1. The Heads of School will annually report to the Academic Board and Academic Advisory Committee on the extent to which the curriculum they are responsible for is:<ul style="list-style-type: none">• Contributing to the fulfilment of the curriculum design policy statement• Meeting outcome statements (IPU New Zealand graduate profile and/or New Zealand qualification graduate profile outcomes)• Monitoring quality of delivery2. The Academic Board will consider and report to the Board of Trustees.3. New paper proposals will be measured against the Curriculum Development policy criteria and the IPU New Zealand vision statement.			
Relevant Policy Policy Handbook: 3.1 Vision statement Policy Handbook: 3.3 Graduate Profile			

7.2.2 Evaluation of Programmes

POLICY NAME	Evaluation of Programmes		
POLICY NUMBER	7.2.2	RESPONSIBILITY	President and Heads of School
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
<p>Policy Statement</p> <p>Academic programmes will be evaluated according to guidelines and processes which will enhance, enrich and make them more relevant, challenging, satisfying and engaging to faculty and students.</p> <p>Procedures</p> <p>Section 7.2.1 highlights the complexity of programme development at IPU New Zealand, which will be students' needs based, market led, and market responsive. It describes a quality process, with the expected outcome of enhanced new programmes.</p> <ol style="list-style-type: none">1. The Head(s) of Schools are responsible for the evaluation of the academic programmes.2. The Academic Board acts as the internal moderator, monitoring and approval authority for academic matters.3. Monitors appointed by the New Zealand Qualifications Authority and the Academic Advisory Board, contribute to the maintenance of standards in relation to other tertiary institutions and industry. External monitors from NZQA ensure that credible academic standards are maintained. The validation of local standards is accomplished by the external moderation of students' test papers and other terminal summative work.			

7.2.3 Moderation of Papers

POLICY NAME	Moderation of Papers		
POLICY NUMBER	7.2.3	RESPONSIBILITY	Head of Academic Assurance
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
<p>Policy Statement</p> <p>Academic Papers will be moderated to ensure that the quality, relevance and level are in accord with national and appropriate international requirements.</p> <p>Rationale: The scope of moderation of papers spans from pre-moderation, internal moderation to external moderation at IPU New Zealand. The pre-moderation occurs before an assessment takes place, where assessment tasks are checked to ensure they assess the relevant paper learning outcomes, meet the IPU Graduate Profile and are valid, fair, consistent and reliable.</p> <p>The purpose of pre-moderation of assessment is to ensure consistency of assessment within the Institute, over time and between assessors. It would help us to do continuous evaluative self-assessment to identify strengths, areas for improvement and actions for the KEQ3: <i>How well do programme design and delivery, including learning and assessment activities, match the needs of students and other stakeholders?</i></p> <p>Procedures</p> <p>This section describes a quality process, the outcomes of which are expected to ensure the quality of papers and the integrity of the marking process.</p> <ol style="list-style-type: none"> 1. The Head of School and Deputy Head of School are responsible for the evaluation of academic programmes. 2. The Academic Board acts as the internal moderator, monitoring and approval authority for academic matters. 3. Monitors appointed by the New Zealand Qualifications Authority, and the Academic Advisory Board, contribute to the maintenance of standards in relation to other tertiary institutions and industry. External monitors from NZQA ensure that credible academic standards are maintained. The validation of local standards is accomplished by external moderation of students' test papers and other terminal summative work (see 4, 5 and 6, below). 4. Pre-moderation (BCIS, GDCIS PDCIS and MCIS papers) The <u>pre-moderation</u> procedure details the steps necessary to comply with and implement this policy. The following process applies to pre-moderation of all written summative assessments with the weight of above 20%. It should be followed the first time an assessment is used, or when there is a significant change. <ol style="list-style-type: none"> 1. Pre-moderation of the assessment should be completed in Week 10 before the start of the following semester. 2. The paper controller would provide a paper outline, assessment information, and the marking rubric to an internal pre-moderator. 3. The pre-moderation process would ensure that: <ul style="list-style-type: none"> ● The content of the assessment is consistent with paper learning outcomes. ● The content of the assessment does not disadvantage or advantage a particular group of students. ● The tasks / questions are consistent with paper learning outcomes and appropriate to the level of study. ● Each of the assessment tasks / questions is capable of solution, and they do not include inconsistent, contradictory or incorrect information. ● The marking rubric is at an appropriate level for the students. 			

- The marking rubric is clear, complete, easily understood and detailed enough for the students to know exactly what they have to do to meet the requirements of the task.
- The length of the assessment and submission guidelines are clear and appropriate.
- Model answers have been provided for the internal moderator to gauge the appropriacy of answers and/or performance level expected from the student.

The internal moderator will fill in their comments in the pre-moderation report (see attached template) and return it to the paper controller. The paper controller will make the required changes and send a soft copy to the Deputy Head of School and Head of Academic Assurance. The Deputy Head of School will sign off the final version of the assessment. The Head of Academic Assurance will keep a record of all pre-moderation reports for the Internal Moderation Committee and Academic Board.

The annual moderation plan will be communicated to staff by the Head of School and submitted to the Head of Academic Assurance for monitoring and review.

5. External moderation

- a) The following process applies to all papers: External moderation will be undertaken on a selection of student work: when a paper is first run, and/or a lecturer runs a paper for the first time (or as soon as practicable), and every three years thereafter. The external moderator will prepare a report giving a detailed comparison between the two markers and suggesting a solution for any differences. The lecturer will discuss the external moderation report with their Deputy Head of School and will document any consequent changes to practice, as an addition to the external moderation report. The updated External Moderation report will be passed to the Head of Academic Assurance.
- b) The following also applies to all New Zealand Certificates and Diplomas: All New Zealand Certificates and Diplomas are subject to NZQA's consistency review process. IPU New Zealand will cooperate fully in consistency reviews for programmes for which we have graduates. A Head of School or an appropriate representative(s) will attend. All costs incurred as a result of consistency reviews will be covered by the IPU New Zealand Board of Trustees.

6. **Internal moderation** will be undertaken whenever external moderation is not required, ie. every other time the paper is offered. Another lecturer from IPU New Zealand will moderate a selection of student work and a report will be prepared giving a detailed comparison between the two markers and the resolution of any differences. This report will be passed to the Head of Academic Assurance. On the occasions that a paper is externally moderated, internal moderation can be waived at the discretion of the Head of School.

7. The Head of Academic Assurance will report to the Internal Moderation Committee at the end of each term, reporting on the integrity of the moderation process.

7.2.4 Degree Review

POLICY NAME	Degree Review		
POLICY NUMBER	7.2.4	RESPONSIBILITY	President
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
Policy Statement IPU New Zealand degrees will be formally reviewed in accordance with the New Zealand Qualifications Authority requirements, the Institute's vision statement, the market demands and employability of graduates. Reviews will normally be undertaken every three to five years.			
Procedure <ol style="list-style-type: none">1. The Head(s) of School will appoint a Degree Review Committee to carry out a review.2. It is expected that the process of evaluation of the degree programme, which incorporates systematic feedback, will have been followed and will be well documented to provide the relevant base information necessary to undertake an informed analysis of the degree. This process may lead to minor modifications or fine-tuning which the Board of Trustees will consider for approval.3. Degree review requirements are set out in the NZQA manual of Approval and Accreditation of Courses Leading to Degrees and Related Qualifications (NZQA Programme Approval and Accreditation Rules 2013).4. The Board of Trustees requires an analysis of market research, research from appropriate professional bodies and in-house research, and such other considerations as may be needed to meet the Institute's criteria.5. The review committee will identify and document the major reasons for the review, the critical parameters, the review process and the outcomes.6. The review committee will also identify, from the outcomes, any recommended major or minor changes to all programmes.			

7.2.5 Career Development

POLICY NAME	Career Development Policy		
POLICY NUMBER	7.2.5	RESPONSIBILITY	Student Support Manager
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
<p>Policy Statement IPU New Zealand graduates will have the transferable and specialised skills and competencies they need to empower their career pathways and lifelong contributions to society.</p> <p>Procedures</p> <ol style="list-style-type: none"> 1. The Student Support Manager will annually report to the Academic Board and the Academic Advisory Committee on how the careers services at IPU New Zealand (both in house and contracted) are: <ul style="list-style-type: none"> ● Contributing to the career development policy statement ● Meeting the expectations of students ● Are interacting with industry and community ● Ensuring students are aware of the skills and competencies they have gained at IPU New Zealand 2. The Academic Board will discuss and report to the Board of Trustees. 3. Careers services will be offered in alignment with the IPU New Zealand graduate profile and mission statement. <p>Relevant Policy Policy Handbook: 3.2 Mission statement Policy Handbook: 3.3 Graduate Profile</p>			

7.2.6 Digital Learning and Teaching

POLICY NAME	Digital Learning and Teaching		
POLICY NUMBER	7.2.6	RESPONSIBILITY	President
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
Policy Statement IPU New Zealand supports the integration of digital and online education platforms to enhance learning and teaching. Integration of digital learning tools should help foster a learner-focused education experience as well as provide students with the opportunity to interact with transferable technology skills necessary for career pathways.			
Procedure <ol style="list-style-type: none">1. As the suite of available digital applications develops, IPU New Zealand will review and assess the suitability of tools for the learning and teaching needs of the Institute.2. Lecturers and students will be provided with as-needed training of these tools.3. Where digital tools can be used to enhance learner experience and employability, these will be encouraged and applied in the classroom.4. Upon the recommendation of faculty, IPU New Zealand will consider the resourcing to implement the technology infrastructure required.			

7.3 Academic Staff Development

7.3.1 Research

POLICY NAME	Research		
POLICY NUMBER	7.3.1	RESPONSIBILITY	Deputy Head of School (Research)
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022

Policy Statement

1. The Institute will develop and maintain a research culture, will ensure a purposeful, considered programme of research activities, leading various approved academic endeavours, that are implemented and sustained by academic staff in order to:
 - Contribute positively to accumulated knowledge and wisdom
 - Enhance the Institute's academic standing
 - Enhance the professional development of academic staff
 - Enhance students' learning opportunities
 - Meet the legal requirements for degree teaching.
2. The resourcing of the programme of research activities will be the responsibility of the Board of Trustees.
3. The implementation of this Research Policy will be the responsibility of the Research and Development Committee.
4. The Institute bases its definition of research on the NZQA policy statement on research, 'Quality Assurance for Degrees and Related Qualifications'. When certain conditions are met, consulting and research on professional practice can also be considered research.
5. The Institute, in line with NZQA requirements, regards research activity as an obligation for academic staff in the degree programme, and as an opportunity for academic staff in other teaching programmes.
6. The Institute will support, partially or fully, research initiatives by staff that will benefit IPU New Zealand.
7. The Institute will make available a contestable fund, dedicated to Research, of \$15000 annually. This sum will be reviewed every 3 years in line with tertiary education costs which apply.
8. Each applicant will be eligible to apply for a maximum of \$3000 per annum, including GST.
9. Any staff member wishing to carry out research must complete a requisition or ringi for approval, as appropriate.
10. Applications for Research funding should be made within two months prior to the proposed research, or less time if the application is supported by an explanation.

Procedures

1. Provision of Funds - Board of Trustees
The Board of Trustees provides contestable research funds.
2. Allocation of Resources - Academic Board recommendation to the Board of Trustees
 - a) Steps for applying for resources, applicant.
 - i. Formulate proposal: Staff are encouraged to formulate research proposals which meet criteria – see clause B. Staff members who need assistance with the production of a research proposal may ask for help and guidance from his/her Head of School or the Research and Development Committee.
 - ii. Submit proposal to Research and Development Committee Secretary who will then evaluate the ethical implications of the research, if required by the Screening Questionnaire.
 - iii. The proposal is discussed by the Research and Development Committee, which will forward their recommendation to the Academic Board.

- iv. The Academic Board will either recommend the proposal, or request further information or modifications to the proposal, or reject the proposal.
- b) Criteria for allocation of resources

The Research and Development Committee will consider criteria including:

 - i. The extent to which the research enhances the body of knowledge.
 - ii. The extent to which the proposed research improves the teaching of the staff member(s) at IPU New Zealand.
 - iii. The extent to which the proposed research increases the professional development of the staff member(s) involved.
 - iv. The extent to which the proposed research enhances the reputation of the Institute.
 - v. The extent to which the proposed research is interdisciplinary.
 - vi. The extent to which the proposed research promotes Pacific region and International cross-cultural understanding.
 - vii. The extent to which the proposed research contributes to IPU New Zealand's Distinctive Vision and Philosophy.
 - viii. The extent to which the staff members have expertise in the field of study.
 - ix. The extent to which the proposal has undergone peer review.
 - x. The extent to which there has been a literature review related to the purpose of the research.
 - xi. The extent to which the methodology is appropriate and the justification for the methodology is convincing.
 - xii. The extent to which the objectives are attainable within the time constraints.
- c) Approval of Proposal
 - i. As soon as the Academic Board has considered the recommendation of the Research and Development Committee and has come to its own recommendation, the applicant will be notified of that decision by the Academic Board.
 - ii. If the proposal gains a final recommendation from the Academic Board, the individual will submit a Ringi. This will need to be signed off by the Research and Development Committee Chair and the Head of School before submission to the Board of Trustees.
 - iii. For proposals under \$500 (including GST), the Research and Development Committee will notify the individual, recommend to the Head of School, and the individual will submit a requisition.
 - iv. Where the amount is under \$500, the Research and Development Committee will notify Finance; for amounts of greater than \$500, the Academic Board will notify Finance
- d) Monitoring of research
 - i. Each staff member who is funded by the Institute submits a report after the end of each term on the progress of the research to the Research and Development Committee.
 - ii. Any staff member who needs support or supervision for research may apply to the Research and Development Committee for assistance.
 - iii. Any equipment purchased for the research with funds provided by the Institute remains the property of the Institute and must be returned to the Institute after the research is completed. Academic staff doing research may make use of Institute equipment and resources provided they obtain the approval of the Research and Development Committee. In this way, equipment needs for research can be monitored and appropriate equipment purchased as required.
- e) Dissemination of Research

- i. Dissemination of the research will take place in the journals or publications that it merits.
- ii. Presentation of the research will take place either for the Institute's faculty, and, or at a recognised academic setting
- iii. There will be an impact on future approval if conditions i and ii are not met.

f) Report to the Academic Board

The Research and Development Committee report to the Academic Board monthly with a summary of research activities identifying the staff involved, the general nature of research activity, the research category, the form of reporting and the actual or expected completion date.

g) Research Documents

The researcher (staff or student) is responsible for the safe and ethical storage of all research documents for the duration of their research. This responsibility includes ensuring duplicate copies of key documents are held in two different physical locations to guard against; for example, theft of a laptop.

IPU New Zealand requires that primary research data be retained for 2 years. On research completion, student researchers must provide research data to their course controller, or, in the case of staff, to the chair of the Research and Development Committee. The data will be securely stored on campus. Course controllers and the Research and Development Committee share responsibility for ensuring data are destroyed in a secure and confidential manner at the conclusion of the 2-year period

h) Presentation and attendance at Conferences

Staff wishing to present at a Conference must complete the "Proposal for Conference Presentation" Form (Appendix 6) and submit to their Head of School and the Research and Development Committee, who, upon approval, will make a recommendation to the Academic Board.

After presenting at the Conference, the Staff member must complete the "Conference Report" Form (Appendix 7) and submit to the Research and Development Committee.

If a staff member wants to attend a conference without making a presentation, please refer to the procedures in Appendix 8.

For staff wishing to make a presentation at International Conferences, they need to refer to "Guidelines for Presenting at International Conferences" Appendix 9, then complete their "Proposal for Conference Presentation" (Appendix 6).

3. Allocation of Time Off Campus – Head of School

- i. Same step as 2 A i, ii,iii and iv. .
- ii. Staff member completes the purple Research Leave form
- iii. Submit completed Research Leave form to Head of School for approval
- iv. Head of School notifies Leave Coordinator

7.3.2 Human Ethics

POLICY NAME	Human Ethics		
POLICY NUMBER	7.3.2	RESPONSIBILITY	Deputy Head of School (Research)
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
<p>Policy Statement</p> <p>IPU New Zealand recognises that any research activities involving human subjects potentially affect human privacy, rights and freedoms, and therefore requires an ethical approach.</p> <p>The IPU New Zealand Research and Development Committee monitors proposed student and staff research involving human subjects in order to ensure that the rights of those subjects are protected, and in doing so, also provides a measure of protection for the researcher.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. This policy applies to all IPU New Zealand staff and students conducting research involving human subjects. 2. When planning to undertake research involving human participants, Institute staff and students must apply to the Research and Development Committee and fulfil Human Ethics criteria below. <ol style="list-style-type: none"> a) Committee Terms of Reference re: Human Ethics <ol style="list-style-type: none"> i. To provide timely and conscientious review of all proposed research involving human subjects. ii. To ensure compliance with the highest ethical principles (see Appendices.) iii. To protect the privacy, rights and freedom of human subjects in accordance with the NZ Privacy Act 1993 and the NZ Human Rights Act 1993. iv. To foster awareness and provide assistance to the Institute community with regards to ethical standards and issues in human research. v. To establish and maintain effective relationships with IPU New Zealand Committees and Working Groups that may be affected by the human ethics work of the Research and Development Committee. vi. To maintain records on the human ethics decisions and activities of the Research and Development Committee. b) Researcher Guidelines <ol style="list-style-type: none"> i. Supervision Student research must be overseen by a suitably qualified supervisor/paper or course controller/teacher in accordance with IPU New Zealand programme guidelines. <p>Individual research applications</p> <p>A. Staff and Masters students</p> <p>Institute staff and Masters students are required to submit a completed HEC Full application form (see Appendices) and gain Research and Development Committee approval before commencing participant research. This will include:</p> <ul style="list-style-type: none"> ● An outline of proposed research including proven consideration of, and adherence to, ethical principles. ● Details of any proposed contact with human subjects, including samples of information sheets, questionnaire and/or classroom observation schedules. <p>If significant changes are made to approved research from an existing application, applicants are responsible for informing the Research and</p> 			

Development Committee. Further approval must be obtained before any research is carried out. In some cases the Research and Development Committee may request submission of a new application.

B. Undergraduate and Graduate students

Final research projects for degree and diploma students will require the student and their paper or course controller/teacher to complete the Screening Questionnaire to Determine the Ethics Approval Process (Appendix 2). This will help to determine if a Full application (Appendix 5) or a Minimal Risk Notification (Guidelines Appendix 3 & Notification Appendix 4) is required. Once the required application is completed by the student, it should be forwarded back to the paper or course controller/teacher for approval before being forwarded to the Research and Development Committee by the paper/course controller/teacher. If more than one researcher is involved, one principal applicant shall be the point of contact and make the human ethics application on behalf of the research group.

ii. Class assignment applications

Lecturers are required to complete the Screening Questionnaire to Determine the Ethics Approval Process (Appendix 2) then submit a Minimal Risk Notification (Appendix 4) or Full Application (Appendix 5) for participant research carried out as part of class work. For example: where students interview local business owners or other Institute students with a predefined set of questions or objective.

iii. External Applicants

Any researchers based externally to IPU New Zealand who would like to do research on Institute staff or students will need to obtain human ethics approval from their own education provider or employer. This will then need to be supplied to the IPU New Zealand Research and Development Committee with a Screening Questionnaire to Determine the Ethics Approval Process (Appendix 2) and either a Minimal Risk Notification (Appendix 4) or Full application (Appendix 5). All other IPU New Zealand Research and Development Committee guidelines apply to these researchers, the same as Institute researchers.

iv. Consent

Participation by human subject(s) must be voluntary and obtained through informed consent. Information provided to gain consent must adequately and appropriately describe the project and research process. (Sample information sheets and sample consent forms provided in Appendices)

v. Privacy

Identity of subject(s) must be protected throughout the research project, unless they consent to disclosure in writing, and, such disclosure will benefit research outcomes.

vi. Deception

Measure of deception (e.g. to encourage natural response to observation) must be weighed against end benefit to subject(s) and importance of potential knowledge gain from this approach. Where appropriate, subject(s) should be comprehensively debriefed on completion of project.

vii. Sensitivity

Researchers must practise cultural and social sensitivity (regarding for example, ethnicity, gender, age) towards their subjects at all times. In addition, safeguards must be observed for vulnerable participants. For

example, children under 16 years of age require the consent of a legal guardian to participate in research.

viii. Data

A. Access: In the Human Ethics Full application the researcher must clearly define who will have access, and the conditions of that access, to personal information collected from human subjects.

B. Storage: Personal information collected must be held securely with appropriate safeguards against damage, loss, unauthorised access, disclosure and other misuse.

C. Retention: IPU New Zealand requires research data to be retained for 2 years. On research completion, student researchers must provide data to their Course Controller and staff researchers must provide data to the chair of the Research and Development Committee. This will be securely stored on campus.

D. Destruction: The Course Controller and Research and Development Committee must ensure that information is destroyed in a secure and confidential manner at the conclusion of the two-year period.

ix. Staff and paper evaluations

Any evaluations carried out by staff for the purpose of improving the business of IPU New Zealand, that is only intended for dissemination within the Institute, shall not require human ethics approval but is still expected to adhere to the Institute's Ethical Research Principles.

c) Approval Process

The Research and Development Committee will meet once per month with additional meetings as required around changes and/or resubmissions. Full Applications should be submitted one week before the meeting to allow Committee members time to review. Response time for Full applications is within one week after the committee meeting. Responses will be made in writing to the applicant, and in the case of student research, a copy sent to their supervisor/paper or course controller/teacher. Should an applicant wish to appeal an human ethics decision, they must do so in writing to the Academic Board.

IPU New Zealand human ethics approval for research is valid for 24 months from the approval date. Any research to begin after this deadline has passed shall seek a new approval (i.e. resubmit the application).

Minimal Risk Notifications for research are valid for 12 months from the approval date. Any research to begin after this deadline has passed shall seek a new approval (i.e. resubmit the notification).

7.3.3 Professional Development

POLICY NAME	Professional Development		
POLICY NUMBER	7.3.3	RESPONSIBILITY	Chair of Research and Development Committee
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022

Policy Statement

The Institute believes in the importance of supporting its staff to obtain further qualifications and skills, which will enhance their professional credibility, and increase their value and contribution towards the attainment of the IPU New Zealand Graduate Profile. It is imperative that the intellectual, social and cultural development of the students is fostered and safeguarded, and staff professional development is essential to this. Therefore, the Institute undertakes to follow the procedure outlined below:

Procedure

1. The Institute will support, partially or fully, education initiatives by staff to attain further tertiary or other educational qualifications related to their IPU New Zealand teaching.
2. The Institute will make available a contestable fund, dedicated to Professional Development (PD), of \$15000 annually. This sum will be reviewed every 3 years in line with tertiary education costs which apply.
3. Each applicant will be eligible to apply for a maximum of \$3000 per annum.
4. Any staff member wishing to carry out further study must complete a requisition for PD, to be considered by the Research and Development Committee and approved by senior management and/or the Board of Trustees as appropriate.
5. Staff members applying for PD funds will sign an agreement that will allow the Institute to offset and deduct any PD payment made should the staff member terminate their employment with IPU New Zealand within 2 years of receiving the official results of the course.
6. Staff members applying for PD funds will sign an agreement stating that, in the case of failing a PD course, the staff member involved will agree to reimburse IPU New Zealand for the full cost of the course.
7. Applicants who wish to follow programmes extending over more than one year, and who have successfully passed the preceding year's study, shall have precedence over new applicants.
8. Applications for PD in the year following the application should be made by the end of October of the current year.
9. To give transparency, the Research and Development Committee will circulate a report every six months.

7.3.4 Sabbatical Leave

POLICY NAME	Sabbatical Leave		
POLICY NUMBER	7.3.4	RESPONSIBILITY	President
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022

Policy Statement

To enhance the professional development of academic staff, the Board of Trustees, at its discretion, may grant sabbatical leave.

Procedure

1. The criteria by which applications will be judged are those that apply for the allocation of professional development and/or research funds (see 7.3.1 and 7.3.3). Consideration will also be given to the length of the applicant's service to the Institute, the quality of previous and current research, and the staffing requirements of the applicant's faculty.
2. After consideration of the criteria above, sabbatical leave may be approved by the Board of Trustees based on recommendations by the Academic Board.
3. Academic Staff are eligible to apply for sabbatical leave after a minimum of three years of Qualifying Service at the Institute. Qualifying Service stipulates a period of equivalent full time continuous employment at the Institute, or from the end of prior sabbatical leave, whichever is shorter.
4. The maximum period of paid and unpaid sabbatical leave in relation to Qualifying Service years is as follows:

Qualifying Service Years	Leave with Full Pay	Leave without Pay	Total Leave
5 th , 6 th , 7 th	Three (3) months	Three (3) months	Six (6) months
8 th , 9 th , 10 th	Six (6) months	Six (6) months	Twelve (12) months
11 th , 12 th , 13 th	Nine (9) months	Three (3) months	Twelve (12) months
14 th	Twelve (12) months	Nil	Twelve (12) months

5. Those granted sabbatical leave are required to return to normal duties at the Institute for at least one year after the leave is complete. Those who leave the Institute before the expiry period of one year may be required to repay in full, the salary and any related costs incurred by the Institute during the sabbatical leave.

7.3.5 Intellectual Property (Ownership of Rights)

POLICY NAME	Intellectual Property (Ownership of Rights)		
POLICY NUMBER	7.3.5	RESPONSIBILITY	President
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
<p>Policy Statement</p> <p>Written or oral work produced by an employee while under an employment agreement with the Institute, and during the term of their employment, remains the property of the Institute. The Institute is the owner and is entitled to hold in its name all copyright and merchandising rights to work produced by the employee. Work produced in the employee's own time, outside the terms of their employment agreement, shall remain the exclusive property of the employee. Where there are potential conflicts of interest, the employee must obtain prior approval to produce work outside the terms of his/her employment agreement.</p> <p>Procedure</p> <ol style="list-style-type: none">1. The Intellectual Property (Ownership of Rights) policy is made clear to staff members at the time of appointment and is included in the employment agreement.2. If, in undertaking work in their own time outside the terms of their employment agreement, employees wish to make use of IPU New Zealand facilities or equipment, they are expected to obtain approval from their Head of School. Such approval may be conditional on reasonable payment for resources used.			

7.4 Admissions and Credit

7.4.1 Admissions

POLICY NAME	Admissions Policy		
POLICY NUMBER	7.4.1	RESPONSIBILITY	Academic Registry Manager
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
<p>Policy Statement</p> <p>Entry to IPU New Zealand is in accordance with the academic standards expected by NZQA and within the Admissions Policy of the Institute.</p> <p>IPU New Zealand grants admission to students who have met the minimum entry requirements for their programme and who:</p> <ul style="list-style-type: none"> ● want to understand, contribute to and succeed in a rapidly changing society ● demonstrate cultural self-awareness and are willing to share their understanding and learn from others <p>Procedures</p> <ol style="list-style-type: none"> 1. The Internal Moderation Committee will internally review any entrance examinations and placement tests annually to check for relevance and accuracy of assessment level, annually. 2. Entrance examinations and placements tests will be externally moderated bi-annually to ensure benchmarking. 3. All applications for entry will be discussed by at least three Senior Management staff for approval. 4. Any applications requiring recognition of prior learning or credit transfer will be reviewed by the Academic Board. 5. Offers of place will only be issued by the Academic Registry Manager. 6. Offers of place will only be issued to students who have met the minimum academic and English entry requirements as set out in the accreditation documentation from NZQA, the relevant sections of the Academic Handbook and from time to time by subsequent NZQA regulation. 7. Discretionary entry may be granted in rare cases, but only after an individual interview. 8. Applicants countries' of origin will be reviewed annually by Academic Registry against Immigration New Zealand data. 9. Applicants previous tertiary institutions will be reviewed annually by the Recruitment Team against local regulatory authority information. <p>Relevant Policy</p> <p>Policy Handbook: 7.4.2 Credit Recognition and Transfer Academic Handbook: 4.2 Admission to the Institute Academic Handbook: 4.3 Admission to Programmes</p>			

7.4.2 Credit Recognition and Transfer

POLICY NAME	Credit Recognition and Transfer		
POLICY NUMBER	7.4.2	RESPONSIBILITY	Academic Registry Manager
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
<p>Policy Statement</p> <p>Students are entitled to recognition towards an IPU New Zealand qualification for recorded success from previous studies and identified non-formal, prior learning. The policy is designed to facilitate effective learning pathways for the benefit of the Institute's domestic and international students.</p> <p>Policy Principles</p> <p>This policy will be fair, transparent and consistent with the standards identified in the New Zealand Qualifications Framework. Specifically:</p> <ol style="list-style-type: none"> 1. Procedures will be transparent, clear and helpful for students, and simple to implement. 2. Credits will be granted at the highest equivalent level, consistent with the student's chance of success, to the standard of the relevant New Zealand qualification. 3. Procedures will use a case-by-case approach consistent with IPU New Zealand regulations. The procedures will be sufficiently flexible to allocate credits towards IPU New Zealand qualifications from students who enrol at the Institute with credits from a wide range of overseas institutions. Papers will be assessed by: <ol style="list-style-type: none"> a) Total number of teaching hours b) Proportion of credits to one academic year's study at prior institution c) Paper prescriptions d) Alignment with the interdisciplinary nature of the IPU New Zealand programme. e) English level will be taken into consideration 4. Credits which satisfy specific IPU New Zealand requirements or prerequisites should be recognised wherever possible, rather than general unspecified credits. 5. Credits may be awarded in recognition of prior recorded learning or in recognition of current competencies relevant to the qualification. 6. The requirements of the final level of a qualification should normally be met through study at IPU New Zealand rather than through credit transfer. However, at the discretion of Academic Board, a maximum of 60 credits at Level 7 (equivalent of 4 x 15-credit papers) may be transferred from institutions with which we have a Memorandum of Understanding. 7. Credit from prior learning will normally be limited to no more than one third of the new qualification, at the discretion of the Academic Board. 8. The procedures used will be applied consistently across the Institute and officially recorded on a common database in Academic Registry. 9. Students will be informed, in writing from Academic Registry, of the outcome of their application. <p>Procedure</p> <p>A student who wishes to be awarded credit towards an IPU New Zealand academic programme on the basis of studies at another tertiary institution must submit a completed Application for Cross and Transfer Credit Form together with an English language version of his or her academic transcript to the Academic Registry. The award of credits will be made by the Academic Board on the recommendation of the Head of School in which the programme is offered.</p> <p>Normally degree studies at another institution may be credited for a maximum of two terms of full-time study (eight papers) for the Bachelor of Contemporary International Studies.</p> <p>Specified Credits will only be awarded if the prior study at another institution has been completed within the five-year period preceding the Credit Transfer application. Unspecified Credits may be awarded from earlier study; however, the Head of School will consider the time elapsed before making a recommendation to the Academic Board.</p>			

For the Master and Postgraduate Diploma of International Studies, credit transfer and recognition of prior learning will only be considered in exceptional circumstances. The programme is of an interdisciplinary nature, and much of the learning comes from interaction with fellow students in the programme. As such, recognition of prior learning detracts from both the student's opportunities to gain a wider perspective on issues, and on the learning experience of other students. On recommendation from the Head of School, the Academic Board may agree to accept prior learning from another institution, or cumulative work experience, as an alternative for one elective paper.

Definitions:

Cross-crediting: the awarding of credits from another programme within the institution.

Credit transfer: the awarding of credits from a programme offered by another institution.

Recognition of prior learning: a process that involves formal assessment of a learner's relevant and current knowledge and skills (gained through prior learning) to determine achievement of learning outcomes of a qualification for the purpose of awarding credit towards that qualification; and for the avoidance of doubt it does not include credit recognition and transfer.

"NZQF Qualification Listing and Operational Rules 2012... "Credit recognition and transfer" means a formal process whereby credit for outcomes already achieved by a student in relation to a qualification is recognised as credit for comparable outcomes in another qualification." Source: <http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/nzqf-qualification-listing-and-operational-rules-2012/3/#credit>

7.5 Complaints and Appeals Relating to Disputes of Regulations, Academic Policy or Violation of Human Rights or Privacy

POLICY NAME	Complaints and Appeals Relating to Disputes of Regulations, Academic Policy or Violation of Human Rights or Privacy		
POLICY NUMBER	7.5	RESPONSIBILITY	President
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022

Policy Statement

IPU New Zealand promotes the right of students to have access to due process for complaints in matters of dispute of regulations, academic policy or violations of human rights or privacy. The basis of a complaint must be on the interpretation or implementation with respect to the individual, and not on the right or authority of IPU New Zealand to establish or to enforce such regulations or policies.

Procedure:

Any student who submits a formal complaint will have the right to a formal review by the Institute. Upon submission, the Institute will appoint a review body comprised of impartial staff to hear and examine the issue raised, and to develop and present its impartial findings to the complainant.

- Any student can submit a formal complaint in writing regarding interpretation or implementation of Institute regulations, academic policy or violations of human rights or privacy, with respect to the individual, for formal review by the Institute. This must be submitted to the President.
- Upon receipt of a formal written complaint, the President shall refer the complaint to an appropriate body (e.g. Academic Board, Senior Management Team, Committee on Student Conduct, or an ad hoc review body).
- The appropriate body will hear and review the issue raised, and develop and present its findings to the complainant. A proposed resolution will also be provided.

If the complainant does not accept the terms of resolution of the review, or if the complaint is made regarding a decision by a review body mentioned above, he/she may make a formal appeal of these findings to the Chair of the Board of Trustees. He/she must present new and substantive evidence to support the appeal and provide good reason why this was not presented earlier.

A Special Committee consisting of the President, one representative from the Board of Trustees, one representative from academic staff, one representative from administrative staff and the President of the Student Association shall hear the appeal. Their findings will be conveyed to the review body and to the complainant.

If a complainant is still unsatisfied he/she may refer the complaint to New Zealand Qualifications Authority (NZQA) or iStudent Complaints.

The New Zealand Qualifications Authority (NZQA) has a process for complaints about providers. People who have a complaint about a NZQA registered provider are advised in the first instance, to raise the matter with the provider's management. If the matter is not resolved satisfactorily, they may approach the Authority. A complaints form (<http://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/formal-complaint-form.pdf>) should be completed and submitted with supporting evidence to:

The Complaints Officer
 Quality Assurance Division
 New Zealand Qualifications Authority
 PO Box 160
 Wellington 6140

Or emailed to:

qarisk@nzqa.govt.nz

If you need more information on the complaints process, contact NZQA on 0800 697 296 or see their website at <http://www.nzqa.govt.nz/about-us/make-a-complaint/make-a-complaint-about-a-provider/>.

iStudent Complaints is an independent body established to help resolve financial or contractual disputes with their educational provider or the provider's agents.

iStudent Complaints can be contacted at:

Phone: 0800 00 66 75

Email: complaints@istudent.org.nz

Website: <http://www.istudent.org.nz/>

7.6 Disruptive Behaviours in the Classroom

POLICY NAME	Disruptive Behaviours in the Classroom		
POLICY NUMBER	7.6	RESPONSIBILITY	President
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2022
<p>Policy Statement</p> <p>In the interests of providing an optimal learning environment, it is important that students are respectful towards lecturers and fellow classmates, and that their behaviours do not disrupt class activities.</p> <p>Procedure</p> <p>Lecturers will decide whether or not student behaviour is disruptive in their classrooms. If a student is persistently disruptive, a lecturer is encouraged to seek support from an appropriate member of their management team in addressing the issue.</p> <p>Persistent disruptive behaviours will be reported to the appropriate manager(s) of the program, who will discuss the matter with the student involved.</p> <p>Use of Electronic Devices in the Classroom</p> <p>IPU New Zealand is committed to supporting educationally sound uses of technology in the classroom and to preventing use of electronic devices from becoming disruptive to the learning environment.</p> <p>Technology use in the classroom is intended to enhance student learning. It is the responsibility of lecturers to decide when, if, and what type(s) of technology are to be used during class.</p> <p>Use of technology which degrades the learning environment or promotes dishonesty may be prohibited by the lecturer.</p> <p>Lecturers are encouraged to provide clear guidelines regarding use of electronic devices for the class at the start of term, preferably in the course outline.</p> <p>During class, the following restrictions are accepted:</p> <ul style="list-style-type: none"> ● Turning off ringtones on mobile phones ● No text or instant messaging ● No use of electronic devices to play music or games ● No accessing social media websites ● Laptops and tablets may be used for (quiet) note-taking only ● Devices can only be confiscated for the duration of the class <p>Students who use electronic devices in disruptive ways will be given clear warnings by the lecturer, preferably verbally and in writing via email.</p> <p>Students who persistently disrupt the classroom environment through use of electronic devices, despite warnings, may be asked to leave the classroom.</p>			

8. Human Resources Management

- 8.1 Staff Appointments**
 - 8.1.1 Categories of Staff**
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 - 8.1.3 Equal Employment opportunities**
- 8.2 Staff Evaluation**
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- 8.10 IPU New Zealand Privacy Policy**
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8.1 Staff Appointments

8.1.1 Categories of Staff

POLICY NAME	Categories of Staff		
POLICY NUMBER	8.1.1	RESPONSIBILITY	Human Resources
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021
<p>Policy Statement</p> <p>At IPU New Zealand, there are three categories of staff: Assistants to the Board, Academic, and General.</p> <p>Assistants to the Board are designated by the Chair, with responsibility to report directly to the Board.</p> <p>Academic staff includes staff whose primary responsibility is teaching; some academic staff will do research as well as teach.</p> <p>Administrative/General staff includes all other employees.</p>			

8.1.2 Staff Recruitment and Selection

POLICY NAME	Staff Recruitment and Selection		
POLICY NUMBER	8.1.2	RESPONSIBILITY	President
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021

Policy Statement

IPU New Zealand will seek to recruit and select the best possible staff with international and/or New Zealand qualifications, skills and experience in accordance with the guidelines that follow.

1. Preamble:

Inherent in the mission of the Institute is the delivery of appropriate, targeted, sustainable, quality education programmes and experiences for students from the global community, to attain the IPU New Zealand Graduate profile.

The goals of the Institute, as derived from the Graduate profile, in priority order are:

- a) To offer quality tertiary education programmes which maximise student development inside and outside the classroom
- b) To develop our students in a holistic way with passion, pride and purpose

The most critical element in the achievement of these goals is the commitment to the holistic development of each student. Accordingly, recruitment and selection of staff of the highest calibre that meet student development needs is essential. The recruitment and selection of staff of the highest calibre to support the operation of the Institute is also essential.

Subsequent to appointment, the Institute expects staff to have the ongoing capacity be able to fulfil the obligations of their position. Ongoing professional development training and appropriate professional support, of all staff, is seen as contributing further to quality learning outcomes. Staff development is covered in Section 7.3.3.

Procedure

Guidelines:

1. Academic Staff

- a) In keeping with its being an institution of higher education, serving an international clientele with a vision to attain the graduate profile, the Institute will seek to recruit academic staff with international, as well as New Zealand origins. When vacancies arise, they will be widely publicised and packaged to be attractive to the best possible applicants with a wide international background, experience, and talent to assist in the implementation of the Institute's distinctive educational philosophy.
- b) The position and person specifications will be clear, concise, and precise identifying key results to be achieved and desired outcomes for students. In keeping with the Institute's commitment to Equal Employment Opportunity Policy in Section 8.1.3, the person specifications will distinguish only in terms of qualities and skills needed to fill the position.
- c) All applicants will be provided a job description including the position and person specifications, with the purpose of the role, its Key Result Areas (KRAs) and expected outcomes.
- d) The selection process will be carried out with the fullest possible relevant information about applicants being available to, and considered by, those involved in making the selection.

Accordingly, referees will be contacted for those applicants who appear suitable. Video or audio of teaching may be requested, where possible, along with other materials the candidate wishes to present such as student evaluations, action research, reflections on the candidate's teaching, etc.

- e) Selection decisions will be based on a thorough, systematic cross-referencing between what the key results and person specifications require, and what each applicant has the potential to offer. That cross referencing and evaluation will take place in relation to information provided such as:
 - i. Application forms/CV
 - ii. Comments from referees
 - iii. Interviews
 - iv. Video or audio of previous teaching and/or sample lessons taught on campus
 - v. Reviews of applicant's publications
 - vi. Reviews of applicant's qualifications
 - vii. Previous course evaluations (e.g. from students and/or peers)
 - viii. Action research, essays which contain reflections on the candidate's teaching, etc.

- f) Applicants for academic (teaching) appointments will be interviewed by a selection panel. The selection panel will recommend appointment to the Board of Trustees. The panel will include the Head of School in the area in which the appointee will work predominantly, or their representative, and at least one of the following:
 - i. The President or a person delegated by the President
 - ii. An Assistant to the Board of Trustees
 - iii. Appropriate senior Academic staff where specialist knowledge or specialised skills are required.

- g) In considering an applicant for appointment, the selection panel will give paramount, but not sole, consideration to excellence in appropriate teaching - either already demonstrated, or the potential to develop excellence in teaching in the context of our distinctive educational philosophy.

- h) Academic factors which the selection panel will consider will include:
 - i. Flexibility
 - ii. Teaching experience
 - iii. Qualifications
 - iv. Research background and interests
 - v. Publication record.

- i) Other factors which the selection panel will consider will include:
 - i. Ability to integrate language teaching and content
 - ii. Second language ability and/or interest
 - iii. Potential to make a unique contribution to the Institute
 - iv. Extra-curricular interests and preparedness to make a contribution to collegiate life of the Institute
 - v. Ability to get on well with others
 - vi. Creativity.

- j) The Human Resources Section will ensure that clerical support is provided to the selection process for arranging interviews and processing documentation. The Human Resources Section will ensure that the process is conducted equitably for all candidates.

- k) The preferred applicant will be recommended by a ringi to the CEO/Chair of the Board of Trustees, for appointment. Following approval, the position will be offered to the preferred applicant. Subsequent to the applicant's acceptance, the Human Resources Section will make arrangements for the induction of the new appointee. Letter(s) declining application to unsuccessful applicants will be issued. These will advise that the application will be held for a limited period (in case a claim is subsequently taken against the Institute) before being destroyed. Any video/audio, or other items that candidates submitted, will be returned.

2. General Staff

- a) The Institute will endeavour to secure the best available staff in order to achieve its Graduate profile.
- b) Advertisements for potential candidates and all documentation supporting a vacancy will be sufficiently precise to reflect the purpose of the position, key results, and expected outcomes for the role advertised.
- c) The Institute will provide equal opportunities to all applicants in order to procure the best possible person.
- d) The Institute will clearly stipulate the key attributes, qualifications and experience necessary to ensure that expected key results can be realistically achieved.
- e) The Institute will only make decisions about an appointment after a careful review, analysis and verification of all information relating to applicants.
- f) Selection will be made after a rigorous and systematic evaluation of applicant's qualifications, experience, skills, attributes, and performance at their interview(s), in relation to the ability to deliver key results in the context of our graduate profile.
- g) The selection panel for applicants will include at least two of the following:
 - i. An Assistant to the Board of Trustees;
 - ii. A member of senior management;
 - iii. A staff member from the Human Resources Section
 - iv. Another staff member with relevant knowledge or experience.
- h) Factors which will be taken into account will include:
 - i. Qualifications
 - ii. Experience and skills
 - iii. Extra curricular ability
 - iv. Second language competence
 - v. Experience in working with non-native speakers of English
 - vi. Ability to get on well with others
 - vii. Initiative and creativity
 - viii. Willingness to participate in the collegiate life of the Institute.
- i) The preferred applicant will be recommended by the Manager in the area in which the appointee will work predominantly. A ringi will be submitted to the CEO/Chair of the Board of Trustees, for appointment. Following approval, the position will be offered to the preferred applicant.
- j) Subsequent to the applicant's acceptance, the Human Resources Section will make arrangements for the induction of the new appointee. Letter(s) declining application to unsuccessful applicants will be issued. These advise that their application will be

held for a limited period (in case a claim is subsequently taken against the Institute) before being destroyed.

3. Ongoing Capacity Assessment of staff

- a. IPU New Zealand may require its staff to undergo a medical examination or assessment by a registered medical practitioner nominated by IPU New Zealand:
- i. If the Employee has been absent from work due to a condition, illness or injury; or
 - ii. In the course of assessing whether the Employee is capable of performing the Employee's duties in terms of this Agreement; or
 - iii. If the Employer considers, in its opinion, that the Employee's physical and/or mental health may be affecting the Employee's ability to perform the duties under this Agreement safely and effectively.

IPU New Zealand shall meet the costs of the requested medical examination or assessment. The policy provides sufficient authority under the Privacy Act 1993 for the communication to IPU New Zealand by the examining medical practitioner of his/her opinions, findings and conclusions resulting from the staff examination.

- b. IPU New Zealand may request drug and alcohol testing of staff in certain circumstances, as follows:
- i. Before the Employee starts a new job, for example, for existing staff this includes an internal transfer, promotion, etc.;
 - ii. On reasonable grounds – where there is reasonable belief that the Employee is under the influence of drugs or alcohol;
 - iii. After an accident, incident or near miss – whether directly or indirectly involved; and
 - iv. Retesting – if the Employee is involved in a rehabilitation programme or returning to work after a positive test; and
 - v. Random Testing in safety sensitive positions.

The purpose of such testing is to ascertain whether a staff member is fit and safe to work in a safety critical environment where impairment due to the influence of drugs or alcohol could result in a serious risk of harm to the staff member, to another employee or another person. A failed result or a refusal to undergo a test may result in termination of employment.

Related Policy

8.1.1 Categories of Staff

8.1.3 Equal Employment Opportunity

8.1.3 Equal Employment Opportunity

POLICY NAME	Equal Employment Opportunity		
POLICY NUMBER	8.1.3	RESPONSIBILITY	President
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021
<p>Policy Statement IPU New Zealand is committed to non-discriminatory employment policies and to the provision of equal employment opportunities for all applicants and employees. This requires the Institute to ensure that no current or prospective employee is discriminated against during the application process or their employment.</p> <p>Relevant Legislation Human Rights Act 1993 Employment Relations Act 2000 Equal Pay Act 1972</p> <p>Related Policy 8.3.2 Anti-Harassment Policy</p>			

8.2 Staff Evaluation

8.2.1 Staff Evaluation Policy

POLICY NAME	Staff Evaluation Policy		
POLICY NUMBER	8.2.1	RESPONSIBILITY	President
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021

Policy Statement

IPU New Zealand as a provider of quality tertiary education has to ensure that the daily work of the staff in and out of the classrooms is aligned to the distinctive educational philosophy (graduate profile). Staff will obtain clarity about the expectations of the Institute from discussion and agreement of the expected key results and the evaluation of that achievement.

The review of actual achievements against planned results allows for continued improvement of teaching, advising and other activities conducted as part of the expected Key Results. This system is formative in that it seeks to define mutually agreed key results for implementation of the distinctive educational philosophy (graduate profile). IPU New Zealand believes that staff evaluation, as a component of a total staff development process, should:

1. Achieve the distinctive educational philosophy
2. Recognise achievement and focus on identifying relevant and attainable future goals
3. Be constructive rather than punitive, while providing useful feedback to the staff member
4. Be conducted at regular intervals rather than being conducted only at a specific time
5. Be based on consultation and agreement between the staff member and appraiser
6. Give the staff member the right to comment on the process and the product.

Procedure

Forms of Evaluation

There are three forms of evaluation, for each staff member:

1. Interim evaluation, conducted on a semester by semester basis
2. Annual evaluation, conducted on a twelve-month cycle
3. Special evaluation, conducted under the following circumstances
 - a) Change of position or School
 - b) Completion of contract
 - c) Special request either of the staff member or management team or
 - d) At the end of a trial period in employment agreement.

Evaluation Procedures

All new academic staff members will be advised, in writing, that regular formal evaluation will be conducted for the duration of their employment. On arrival at the Institute, each new staff member will be assigned to a member of staff who will give help and assistance with institutional policies and procedures, and who will explain the institutional expectations of the appointee's role and responsibilities. The purpose of this provision is to enable new appointees to settle into the Institute as efficiently as possible.

Heads of School, and other controlling officers where applicable, are responsible for the induction, evaluation and professional development of each staff member. It is also the responsibility of the Heads of School to provide professional support that might be required. Evaluation of staff may be delegated to a Deputy Head or Coordinator, with the Head of School as controlling officer.

The evaluation system works on a one-year cycle involving several consultations based on the Key Results Area (KRA) document, with ratings occurring at the end of the annual period. The Institute may evaluate performance of staff more regularly to achieve continual improvement.

As reflective practitioners, all academic staff members are encouraged to undertake action or empirical research. However, degree or postgraduate lecturers are expected to undertake ongoing research in line with their teaching hours and commitments.

Heads of School, who continuously monitor staff performance, will report regularly to the President on progress with academic staff evaluations and issues/challenges that cause concern and/or require attention. In this sense, the evaluation system at IPU New Zealand is on-going and focused on continuous performance improvement of the staff member. Heads of School should establish this pattern of staff evaluation on at least a semester-by-semester basis. The interim/regular evaluation provides an opportunity for both Head of School and staff member to view accomplishments, qualifications/skills, needs and support requirements, in relation to KRAs and competencies, so that early warning and/or intervention is possible. The mid-term and end-of-term student evaluations of teaching will also provide regular information for this aspect of academic staff evaluation.

The Key Results Area Document

This document is attached (Appendix 12). The KRA system is formative in intent with staff being required to plan specific goals in conjunction with their Head of School. The goals should be specific, measurable, achievable, relevant and time-lined. The process involves self-evaluation and self-reflection.

The KRA system requires staff to set goals and develop an action plan to achieve these goals as a basis for reflection and evaluation. There are five key evaluative areas for faculty members' KRA report, with suggested criteria to support these areas:

- 1. Facilitating Teaching and Learning..... as demonstrated by:**
 - a) A sound and clear philosophy of teaching and learning
 - b) Effective self-evaluation and reflection as a basis for continuously improving teaching
 - c) Effective knowledge and skills for classroom management, planning, communication and teaching
 - d) Suitable assessment techniques that use qualitative and quantitative data to demonstrate learning
 - e) Innovative and sound teaching strategies that engage and motivate students while being aligned with the Institute's goals and curriculum
 - f) Recognition as an effective teacher by colleagues and students.
- 2. Providing Student Support/Pastoral Care..... as demonstrated by:**
 - a) Being available and approachable for students
 - b) Effectively working with relevant staff to assist students
 - c) Actively identifying and reporting issues and sharing information appropriately
 - d) Participating in activities outside the classroom
 - e) Demonstrating care and respect for students by maintaining positive interactions.
- 3. Participating in Research/Professional Development..... as demonstrated by:**
 - a) Actively undertaking and completing research/professional development activities
 - b) Participating in and/or support of presentations, workshops, conferences, invitations, etc.
 - c) Actively seeking to improve qualifications and/or remain current in thinking and practice
 - d) Producing research outputs and/or participating in professional development activities appropriate to stage of academic development
 - e) Supervising staff and/or student research projects effectively.
- 4. Demonstrating International Perspectives and Influence..... as demonstrated by:**
 - a) Understanding that IPU New Zealand's commitment and students' aspirations embrace a globalised world while simultaneously ensuring active promotion of the principles of the Treaty of Waitangi as a crucial aspect of New Zealand society
 - b) Being aware of individual/cultural backgrounds/needs and key issues/events in their countries

- c) Being empathetic and sensitive in all dealings
- d) Ensuring that appropriate intercultural values, knowledge and skills underpin one's work.

5. Giving Service within IPU New Zealand and Externally, as is appropriate.....as demonstrated by:

- a) Administrative responsibilities being consistently and effectively completed
- b) Other internal activities: eg committee memberships, programme coordination, policy development, representation and leadership, involvement in IPU New Zealand events; being approachable/available to give colleagues sound guidance and care where appropriate
- c) External activities that link with IPU New Zealand goals and mission: e.g. organising conferences, holding office, receiving awards, service in community organisations

This KRA document forms the basis for discussion with the Head of School who is also required to comment on overall performance in writing. Both participants sign the agreed final document. This schedule contains: each specific goal, how it will be achieved, the action plan and timeline and (at the next evaluation) the reflection on results.

The annual end-of-year evaluation of academic staff members will have three compulsory components. This timing enables staff to review their year's performance and to make commitments for the year ahead, taking into consideration the Head of School's ongoing evaluation, student evaluation and the staff member's self-evaluation. The purpose of the annual evaluation is to appraise improvement from interim evaluation reports, and to identify further challenges or issues being experienced by the staff member. Heads of School will be required to submit a frank and objective assessment of the staff member's performance at this time.

A special evaluation is conducted upon the termination of an employment agreement or transfer to another position or section (Controlling Officer). The special evaluation in the latter instance serves as a starting point for the next scheduled evaluation, which shall be an interim evaluation. Under special circumstances, the management team may also request the conducting of a special evaluation to review performance of an employee in circumstances of special appointment or as a consequence of potentially impaired performance.

In addition to completing the self-evaluation KRA documents, staff members should be aware of the value of compiling a substantial portfolio containing evidence of their performance, including the following items:

Academic Staff

- a) Teaching activities (statement of aims and objectives, instructional strategies used, evaluation of learning outcomes)
- b) Curriculum planning/development activities in subjects for which the staff member is responsible
- c) Assessment of students' work, focussing on methods used
- d) Administrative responsibilities and duties
- e) Professional development while in the employment of the Institute
- f) Contribution to Faculty and the Institute outside the classroom
- g) Contribution to the profession
- h) Other role-related activities (eg. Research, development, consultancies, publications).

General Staff

- a) Number and type of activities carried out
- b) Quality of work completed to standards set
- c) Any accomplishments
- d) Education/qualifications attained

- e) Courses attended
- f) Reports provided
- g) Number of students advised, assisted or supported
- h) Statutory or other compliance achieved on a timely basis
- i) Contribution to student education/life
- j) Participation in activities/events with students.

After each evaluation, a report will be prepared by the President, Manager or Head of School based on the various components of evaluation used and will be forwarded to the Human Resources Section for retention in the staff members personal file.

Disputes and Review

The staff member is provided the opportunity to comment on the KRA evaluation form. Signing of an evaluation form indicates that the employee and appraiser have both had the opportunity to view the evaluation, to discuss it and agree on its contents (although any continuing point of difference/dispute should be noted and initialled by both participants).

In the event of unresolved disputes that will impact on the academic staff member's performance or relationships in the Institute, the staff member may request a special review of the annual evaluation conducted by a review team comprised of the President, their Head of School and another manager. The decision of this team shall be permanent and binding. Disputes over the interim evaluation will not be reviewed.

Both interim and annual evaluation documents are to be archived by the Human Resources Section in the employee's personal file. Evaluation forms are for internal use only, and are not to be supplied to prospective employers or others outside IPU New Zealand.

8.3 Staff Conduct

8.3.1 Code of Conduct

POLICY NAME	Code of Conduct		
POLICY NUMBER	8.3.1	RESPONSIBILITY	President
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021

Policy Statement
A two-way commitment, which benefits both the organisation and individual employees at IPU New Zealand, is a shared expectation. However, problems between the organisation and individuals might arise. When they do, IPU New Zealand will endeavour to resolve the problems without recourse to formal disciplinary procedures and such problems will be treated impartially and uniformly across the Institute.

STANDARD CONDUCT
Employees are expected to conduct themselves on the job in a manner that contributes to operating effectively, productively, and safely in a harmonious work environment. Employees must avoid any activity, whether work related or private, which could bring the employer into public disrepute or jeopardise its relationship with customers or the general public.

The employee must inform the Employer immediately of any criminal charge against the employee and of any conviction that has been entered.

If employees do not meet the Institute’s expectations of performance and/or conduct, corrective action including termination, may be taken. It is within management’s discretion to determine what measure would be appropriate under each circumstance (IPU New Zealand Standard Conduct is an addition to the IPU New Zealand Code of Conduct).

Staff are expected at all times to:

- Act in a manner that promotes emotional and physical safety of all staff and students, including the use of appropriate oral and written language to address others.
- Behave honestly
- Respect property
- Perform assigned work
- Comply with instructions of a supervisor or others in authority
- Focus on the work at hand, not using cell phones, social media and other entertainment or communication tools when not related to the job assignment
- Use vehicles according to the Vehicle Policy
- Use technology according to the Computer Use Policy
- Inform Supervisor if they need to leave campus during assigned work hours
- Follow the Dress Code as appropriate to the professional role and occasion.

DRESS CODE
What employees wear presents a visual image of IPU New Zealand to our stakeholders (students and community).

Clothing should be clean and ironed and presentable.

- Employees will pay attention to personal hygiene.
- Accessories will be kept to a minimum.
- Hair should not be dyed in unnatural colours (e.g., green, blue, purple, red).
- Staff will be provided with space to shower, change, and store their clothing should they cycle to work or do exercise during the day.
- A Wellness Fund exists for staff who need funds to set up an appropriate wardrobe.

Teaching staff

- A teacher is expected to wear attire suitable for the classroom. This may include any of the following: business suit; dress or skirt (at an appropriate length); business pants; blouse or top; business or polo shirt; jacket or vest.
- T-shirts, jeans, business-inappropriate sandals (including jandals) and shorts may not be worn.
- Where teaching staff are attending Outdoor education activities, attire appropriate to the occasion is acceptable.

General Staff

- Uniform if it has been provided.
- Safety PPE as required.
- Staff who work in the office or library are expected wear professional attire suitable for the office. This may include any of the following: business suit; dress or skirt (at an appropriate length); business pants; blouse or top; business or polo shirt; jacket or vest.
- T-shirts, jeans, business-inappropriate sandals (including jandals) and short pants may not be worn.
- Where office staff are attending Outdoor education activities, attire appropriate to the occasion is acceptable.

Formal wear occasions

- From time to time the Employer will request staff to attend functions in formal wear. On such occasions staff are to attend professional attire.

Problems fall into two categories:

- Misconduct, where verbal or written warnings may be given, but where dismissal occurs only on notice
- Serious misconduct, which may result in dismissal without notice.

MISCONDUCT

Set out below are acts or omissions which constitute breach(es) of the IPU New Zealand Code of Conduct, which may, after warnings, lead to dismissal, or notice:

1. Unauthorised gambling on IPU New Zealand premises or work place, including online
2. Acting in a careless and indolent manner in discharge of duties
3. Failure to reach the required level of performance or standard
4. Disrupting the workplace by acts of undesirable behaviour and/or intentional misuse of time or resources
5. Preventing or disrupting another employee from carrying out his/her duties
6. Failure to adhere to the minimum hours of work
7. Failure to declare a secondary interest which may affect performance
8. Failure to observe safety rules/instructions or non-smoking directives
9. Failure to make proper use of safety equipment provided
10. Failure to report a work related accident
11. Abuse of leave
12. Posting unauthorised notices on Institute premises or work place
13. Any act or omission which, not being serious misconduct, impacts on a person's ability to carry out the function and duties of his/her position, or is likely to tarnish the reputation of IPU New Zealand.

An act of misconduct will be dealt with in any of the following ways, depending upon the nature and seriousness of the particular case:

- Step 1: Oral or written warning;
- Step 2: Written final warning;
- Step 3: Dismissal on notice, where there is a current final warning in place.

These disciplinary actions could apply to repetitions of a similar form of offence or may be applied to offences of a different nature. Repeated incidents of misconduct may result in the warning procedure being followed. If a written final warning has been issued and there is a further offence, then dismissal on notice will occur.

SERIOUS MISCONDUCT

Set out below are offences which constitute serious misconduct, and which may lead to dismissal without notice:

1. Bringing or consuming non-prescribed drugs on IPU New Zealand premises or work place
2. Reporting for work or being at work in a condition of intoxication (alcohol or drugs)
3. Failure to account for property belonging to the Institute
4. Refusal to perform work, walking off the job
5. Refusal to carry out lawful instructions of the employer
6. Removal, copying, falsifying, destroying, disclosure of institute records or confidential institute information
7. Unauthorised possession, wilful damage, removal of employer's, public's or other employee's property
8. Refusal or failure to undertake the duties of a position held
9. Refusal or failure to carry out a reasonable instruction of a supervisor/manager
10. Unauthorised possession or use of property, money or information belonging to IPU New Zealand
11. The use of, or manipulation of, property, money or information belonging to the Institute for personal gain or in a manner not authorised by the Institute
12. Possession or use of the property of IPU New Zealand personnel or students without the owner's permission
13. The use of abusive and/or obscene language intended to threaten or harass another person whilst on IPU New Zealand premises or online.
14. Sexual, racial or other harassment of IPU New Zealand personnel or students
15. Physical violence against any person on IPU New Zealand premises or work place
16. Possession of weapons, explosives or firearms
17. Deliberate failure to declare a conflict of interest
18. Acting in an official capacity, in a manner which brings IPU New Zealand into disrepute
19. Publicly contesting policies or positions adopted by IPU New Zealand (e.g on Facebook or in public forums)
20. Acting in a careless or indolent manner which results or could result in the serious injury of another person while at work or work premises
21. Carrying out an undisclosed relationship with student(s) which results in a conflict of interest, perceived or otherwise, which could compromise the staff member or student's position at IPU New Zealand
22. Unauthorised absence from duty

Where an act is carried out which is not specially covered by either of the above, IPU New Zealand reserves the right to implement disciplinary procedures as deemed necessary, relevant to the nature of the misconduct. Whether any such activity amounts to misconduct will depend on the particular circumstances, including:

- a) the consequences of the activity on the employer's business relationships;
- b) the likely effect on the employee's ability to carry out his/her job;
- c) the nature of the activity;
- d) whether the activity tends to affect the good name of the employer in relation to the general public.

8.3.2 Anti-Harassment Policy

POLICY NAME	Anti-Harassment Policy		
POLICY NUMBER	8.3.2	RESPONSIBILITY	Director of Services
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021
<p>Policy Statement</p> <p>All employees and students have the right to expect a safe work and study environment, free from any form of harassment or discrimination.</p> <p>IPU New Zealand, using members of a trained anti-harassment team, will treat all complaints of harassment, in whatever form, promptly and seriously in a fair and sensitive manner.</p> <p>1. Harassment is unlawful in the workplace under the Human Rights Act 1993 and the Employment Relations Act 2000. Management at IPU New Zealand is committed to taking effective action to prevent harassment and promote a safe and secure work, living and study environment.</p> <p>Criminal harassment is specifically defined in the Harassment Act 1997 as involving a pattern of behaviour directed at another person, with at least two incidences occurring within a 12-month period. As a result of the harassment behaviour, the targeted person will have reason to fear for their safety.</p> <p>2. IPU New Zealand is also committed to ensure that all staff and students are advised of:</p> <ul style="list-style-type: none"> ● Types of harassment, all of which are unacceptable and will not be tolerated ● The informal and formal procedures available to deal with incidences of harassment at the institute. <p>3. Definition of Harassment Harassment includes:</p> <ul style="list-style-type: none"> ● Sexual harassment ● Racial harassment ● Other forms of harassment, such as bullying or inappropriate use of power. <p>Harassment of any form can have serious consequences on the physical and/or mental wellbeing of the victim, such as:</p> <ul style="list-style-type: none"> ● Anger, depression, fear, guilt and shame ● Inability to satisfactorily work and/or study to their potential ● Increased absenteeism, leading to reduced productivity ● Unhappiness at home and workplace causing friction with family, friends, and colleagues ● Reduction in self-esteem, sometimes causing extreme health problems, and possible suicide. <p>Refer to Appendix 13 for examples of harassment</p> <p>4. Discrimination Under the Human Rights Act 1993, it is unlawful for an employer to refuse or omit to offer or afford the same terms of employment, conditions of work, opportunities for training, or opportunities for promotion, as available to other employees of the same or similar qualifications, experience and skills. It is also unlawful to dismiss or disadvantage an employee on the basis of:</p> <ul style="list-style-type: none"> ● Sex ● Marital status ● Religious belief ● Ethical belief 			

- Colour
- Race
- Ethnicity or national origin
- Disability
- Age
- Political opinion
- Employment status
- Family status
- Sexual orientation

5. Sexual Harassment

Under the Employment Relations Act 2000, sexual harassment is unlawful in the workplace, and such act/s may constitute a crime under the Crimes Act 1961.

Sexual harassment involves direct or indirect words or physical behaviour of a sexual nature that is unwelcome and, either offensive repeated behaviour, or behaviour of such significance that it has a detrimental effect on the victim.

Determining sexual harassment

Indicators which will assist victims and whoever they consult in determining whether an act or series of events constitute sexual harassment include any of the following:

- The complainant feels distressed, offended or stressed by the act or events;
- There is a perceived harmful intention behind actions and/or context of words, spoken or written;
- Such act/s being unacceptable in the context of the victim's cultural background, or within the New Zealand context.

Procedures for dealing with sexual harassment queries and complaints are dealt with in Procedures: IPU New Zealand anti-harassment team and complaints procedure (see below).

6. Racial Harassment

Under the Employment Relations Act 2000, racial harassment is unlawful in the work place. The Humans Rights Act 1993 defines racial harassment as uninvited behaviour which humiliates, intimidates and/or offends another person because of their race, colour, ethnicity, or national origin. Such act/s can be physical and/or verbal, written or visually displayed.

Determining racial harassment

Indicators which will assist victims and whoever they consult in determining whether such act constitutes racial harassment include any of the following:

- The complainant feels distressed, offended or stressed by the act or events;
- There is a perceived harmful intention behind actions and/or context of words, spoken or written;
- Such act/s being unacceptable in the context of the victim's cultural background, or within the New Zealand context.

Procedures for dealing with racial harassment queries and complaints are dealt with in Procedures: IPU New Zealand anti-harassment team and complaints procedure (see below).

7. Other forms of harassment

Other forms of harassment include bullying (eg: physical bullying, bullying via electronic communications) and inappropriate use of position or power. In these forms of harassment, the target is perceived as being weak, and able to be controlled and manipulated without any likely ramifications. These forms of harassment may have detrimental effects on the person affected.

Under the Health and Safety at Work Act 2015, employers must prevent both physical and mental harm caused by another person's actions in the workplace. In addition, employees may pursue personal grievances under the Employment Relations Act 2000.

Procedure

IPU New Zealand anti-harassment team and complaints procedure

IPU New Zealand has an anti-harassment team comprising of both males and females, representing various aspects of IPU New Zealand life. They are identified on IPU New Zealand Moodle and on posters around the Institute.

Any employee or student who feels victimized, by any form of harassment, can contact any team member in confidence and discuss one of two options, namely:

- An informal complaint, resulting in provision of advice, support and potential intervention on a confidential basis, or
- A formal complaint, which could result in some form of penalty, including suspension or dismissal/expulsion of the harasser.

The following principles will be applied, whether complaints are formal or informal. The team member will:

- Arrange, as soon as possible, a suitable location and time, acceptable to the complainant, to discuss the harassment and, at that time,
- Explain the process, team member's role, and explain an informal versus a formal complaint,
- Listen, explore needs, record by taking notes, discuss confidentiality wishes and agree on an action plan, and at the conclusion,
- Reassure the complainant that ongoing support is always available.

Most complaints can be resolved at the informal level. Once the person accused of harassment is made aware of the distress they have caused, they will often apologise and stop the offensive behaviour.

However, if the behaviour continues after the person has been made aware of the complainant's distress, then the complainant can consider making a formal complaint.

1. Informal complaints procedure

Any employee, or student, can opt for informal resolution on a confidential basis.

In the event that an informal complaint is made to a member of the anti-harassment team, the complainant will be advised to tell the person they feel is harassing them that their behaviour is offensive and ask them clearly, to stop. If the complainant feels uncomfortable about doing this, then the team member may assist in making this communication.

The person who has had a complaint made against them may also request support from a member of the Anti-harassment team and receive assistance in communicating with the complainant.

Detailed guidelines for dealing with informal complaints are available in the Health and Safety Manual and also on the Important Information for staff and students on IPU New Zealand Moodle.

2. Formal complaints procedure

Any employee, or student, can make a formal complaint, which will be properly, fairly and promptly investigated. Such complaints are appropriately lodged, when:

- Informal complaint resolutions have failed and/or there have been repeated incident(s) involving the same parties,
- Serious allegations of harassment, in whichever form, have been made involving one or more victims, and

- If the complaint is proven, this may result in some form of penalty or referral to some other appropriate agency, such as the New Zealand Police.

In making a formal complaint, the complainant can be accompanied by a support person, if they so wish.

During the complaint resolution process, the party against whom a complaint has been lodged may also be accompanied by a support person.

In the event that a complainant wishes to make a formal harassment complaint, the anti-harassment team member should approach the coordinator of the anti-harassment team for advice on how to proceed.

Detailed guidelines regarding the formal complaint resolution process are available in the IPU New Zealand Health and Safety Manual and also on the Important Information for staff and students on IPU New Zealand Moodle.

3. Responses by management to formal harassment complaints

IPU New Zealand may consider suspending a student or employee (on full pay), in response to a formal complaint of suspected serious misconduct. This action will permit:

- A cooling off period, with separation of the two parties, and
- Provide time to determine the truth of the alleged harassment in a procedurally fair manner.

When IPU New Zealand contemplates such action, a representative of IPU New Zealand's management must beforehand:

- Discuss the seriousness of the issue with the person to be suspended,
- Explain the reason and duration of the suspension, and
- Warn that person of the likely consequences, if the claim is proved.

If any formal complaint is upheld, the likely consequences may include:

- Summary dismissal for an employee by IPU New Zealand, or
- Disciplinary committee hearing for the student.

Various individuals (Anti-Harassment Advisors) are trained in the procedures to follow when dealing with any harassment complaint and should be consulted by staff and/or students as soon as possible after any incidents.

A detailed list of advisors is available on IPU New Zealand Moodle and on posters around campus.

Relevant Legislation

Crimes Act 1961

Employment Relations Act 2000

Harassment Act 1997

Health and Safety at Work Act 2015

Human Rights Act 1993

Privacy Act 1993

8.3.3 Employee Assistance Programme (EAP)

POLICY NAME	Employee Assistance Programme (EAP)		
POLICY NUMBER	8.3.3	RESPONSIBILITY	Director of Services
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021

Policy Statement

IPU New Zealand is committed to providing a healthy and safe work environment for staff. The Employee Assistance Programme (EAP) is available to encourage to assist staff to seek assistance and guidance to resolve personal and professional problems that may impact on their work performance, health and wellbeing.

Policy Principles

This EAP provides a short-term intervention strategy, and is designed to give staff the opportunity to promptly address issues of immediate concern to them. Staff who require longer-term assistance will need to consider making private arrangements, which can be either with the assistance of the EAP counsellor, or with some other provider.

Employee Assistance Programme

The aim of the EAP is early identification and provision of assistance to help resolve either work-related or personal issues. Matters that may be addressed through the EAP include, but are not limited to, dealing with work or life change; relationship issues; personal trauma; family difficulties; financial concerns; health matters; alcohol or substance abuse; gambling or other addictions; coping or dealing with grief and/or loss. The EAP provided services are therefore available to assist staff who are seeking to address such personal or work related issues.

The programme will be available to all staff who are contracted to work a minimum of 0.5FTE or staff who have an employment agreement of 12 months or more.

Access to and use of the EAP Service

Staff wanting to use the service may contact the provider directly or contact a member of the senior management or the Human Resource Manager for a referral. Staff are not required to provide details in order to receive a referral. IPU New Zealand will meet the cost of up to three (3) counselling sessions per staff member per presenting problem.

Should additional sessions be required, the staff member is encouraged to speak with their line manager or senior management. If approved, IPU New Zealand will contact the provider to refer the staff member to an appropriate external agency, or arrange for the staff member to continue with the provider in a private capacity. Such additional visits will be funded from the relevant Head of School or Manager's budget.

Any referral through a manager will not affect job security or otherwise be detrimental to any person successfully completing the recommendations made by the EAP Counsellor.

Assessment and counselling may take place during normal work hours with agreement from the manager.

Confidentiality

All consultations will be conducted in complete confidence between the staff member and the EAP counsellor. IPU New Zealand may obtain statistical data on the broad categories and frequency of access and use of the EAP provider to ensure that the funding support to the service is adequately maintained.

IPU New Zealand will maintain confidentiality unless there is a probable risk to the safety of person(s) or where maintaining confidentiality would be deemed unlawful.

8.4 Travel Policy

POLICY NAME	Travel Policy		
POLICY NUMBER	8.4	RESPONSIBILITY	Director of Services
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021
<p>Policy Statement</p> <p>The Institute relies on travel domestically and overseas for recruitment and other teaching purposes. It is important to have the expectations of the Board of Trustees clear to ensure employees make appropriate approved arrangements before travelling. This will minimise risks and costs. A staff member who exceeds pre-approved costs while travelling will be expected to provide appropriate reasons before reimbursement of the additional costs will be considered.</p> <p>Procedure: <u>International Travel Policy</u></p> <p>Approval</p> <p>A Ringi must be completed in full and approved by the appropriate delegate (see 6.4) for all International travel, prior to any bookings being made or advances being paid.</p> <p>Business Class Travel</p> <p>Only Board members are entitled to travel Business Class, unless otherwise approved by the Board prior to travel.</p> <p>Accommodation</p> <p>Accommodation rates should be limited to no more than NZ\$80 per night, at the discretion of the Manager. If the staff member chooses to stay with family or friends while travelling on Institute business, the Institute will allow up to \$30 per night for reimbursement/ gift to the host.</p> <p>Best Rates</p> <p>The most economical and best rates, not necessarily a nominated airline, must be considered when travelling. Bookings can be made through Reception and through the nominated partner in business with the Institute. Bookings made by staff members themselves must be kept within approved limits.</p> <p>The most commonly used, economical and convenient forms of transport from airport to city are to be used in each particular country.</p> <p>Allowances Per Day While Overseas</p> <p>The Institute will arrange and pay for all travel. Accommodation will be arranged by the Institute and, if possible, paid directly to the supplier. Otherwise the employee will be reimbursed upon production of valid receipts.</p> <p>While travelling on Institute business, employees are entitled to be paid a per diem allowance of NZ\$50 for each night away from Palmerston North for the first week, \$40 per night for the second week, \$25 per night for the third and fourth week, and \$10 per night after four weeks. This shall cover meals, laundry and other personal incidental costs. The per diem allowance may be claimed as an advance prior to travel and paid in overseas currency along with other advances sufficient to cover expenses payable by the Institute, as approved in the Ringi.</p> <p>Insurance</p> <p>The Institute's Corporate Travel Insurance Policy covers all staff members travelling on Institute business. All Staff members will be given an emergency card to carry containing a contact number and the insurance policy number.</p>			

Under no circumstances must alternative travel insurance be purchased, unless approved by the authorised Assistant to the Board of Trustees.

Domestic Travel Policy

Approval

A requisition must be completed in full and signed by the appropriate Manager for all domestic travel, prior to any bookings being made or allowances being paid.

Accommodation

Accommodation rates should be limited to no more than \$120 per night, at the discretion of the Manager. If the staff member chooses to stay with family or friends while travelling on Institute business, the Institute will allow up to \$45 per night for reimbursement/ gift to the host.

Best Rates

The most economical and best rates, not necessarily a nominated airline, must be considered when travelling. The most commonly used, economical and convenient forms of transport from airport to city are to be used. Bookings can be made through Reception and through the nominated partner in business with the Institute. Bookings made by staff members themselves must be kept within approved limits.

Allowances Per Day While Travelling

The Institute will arrange and pay for travel and accommodation, either directly with the supplier or by reimbursing the employee on production of valid receipts.

In addition, while travelling on Institute business, employees are entitled to be paid a per diem allowance of NZ\$50 for each night away from Palmerston North for the first week, \$40 per night for the second week, and \$25 per night for the third and fourth week. This shall cover meals, laundry and other personal incidental costs. The per diem allowance may be claimed as an advance prior to travel, along with an advance sufficient to cover expenses payable by the employee, as approved in the Requisition.

8.5 Vehicles

8.5.1 IPU Vehicles and Safe Driving Policy

POLICY NAME	IPU Vehicles and Safe Driving Policy		
POLICY NUMBER	8.5.1	RESPONSIBILITY	Director of Services
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021

Policy Statement

When workers are required to drive vehicles as part of their duties, the vehicle is regarded as an extension of a workplace. The use of motor vehicles as part of Institute business poses significant risk to staff and students at IPU. IPU New Zealand is committed to taking all reasonably practicable steps to maximise safety of drivers and passengers using IPU New Zealand owned vehicles. In addition, vehicle maintenance forms a significant ongoing cost to IPU.

This policy explains the rules and responsibilities around vehicle use and maintenance, with particular attention to minimising risk and long term costs.

In this policy, IPU vehicles means motor vehicles owned by IPU New Zealand, or leased or rented by IPU New Zealand. Staff are not permitted to use private vehicles for Institute business.

1. Rules regarding use of IPU vehicles:

- a. For travel involving up to 12 people, priority of allocation will be:
 - i. IPU owned vehicle or leased vehicle
 - ii. Taxi (for local travel) or rented vehicle (for longer distances)
- b. IPU New Zealand staff must provide evidence of holding an appropriate and current driver licence before they can be authorised to drive.
- c. When driving students, at least one staff member per vehicle must have current first aid certification (see 10.1 First Aid Policy).
- d. Students are not permitted to drive.
- e. Someone who is not an IPU New Zealand staff member may be granted special authorisation to drive by the Director of Services. This excludes students and they must have an appropriate driver's licence.
- f. Drivers must consider likely risks to safety prior to and during use of vehicles, and take reasonably practicable actions to reduce risk.
- g. Drivers may refuse to take any passenger who will not wear a seatbelt.
- h. Mobile phones and other electronic devices are not to be used for communication purposes by the driver while they are in the vehicle, unless the vehicle is stationary and off the road.
- i. Drivers are not to use headphones or earbuds while in control of the vehicle.
- j. To avoid accident or injury or infringement of NZ laws, drivers should not consume alcohol within an 8-hour period prior to driving, or during the period of travel. No drugs (prescribed or not) which may affect driving should be taken prior to or during a period of driving.
- k. Payment of speeding fines and parking tickets incurred while in charge of an IPU New Zealand vehicle is the responsibility of the driver.
- l. Any breach of NZ law or 8.3.1 Code of Conduct by staff member driving an IPU vehicle may be considered misconduct or serious misconduct.
- m. IPU vehicles are to be used solely for approved Institute business (ie: not for personal use, to transport family, friends of staff or students, or transport fee-paying passengers).
- n. Smoking is not permitted inside vehicles.
- o. Hitchhikers are not to be picked up.
- p. Animals are not permitted in IPU vehicles, with the exception of disability assist dogs (as defined by the Dog Control Act 1996).

Responsibilities:

2.1 IPU New Zealand is responsible for ensuring that:

- a. Safety features are given priority in the purchase of new vehicles or leasing of vehicles.
- b. Fuel efficiency is considered in the purchase of new vehicles or leasing of vehicles.
- c. Vehicles used for trips exceeding 100 km (return) will be replaced before mileage reaches 150,000 km, or will be leased, in order to reduce risks to safety and minimise maintenance costs.
- d. Vehicles used for travel under 100 km (return) will be replaced before mileage reaches 200,000 km, in order to reduce risk and maintenance costs.
- e. IPU vehicles are maintained in a safe, clean, and roadworthy condition.
- f. Reasonably practicable measures are taken to ensure the maximum safety of the driver, passengers, and other road users at all times.
- g. Only appropriately licenced staff members are permitted to drive IPU New Zealand vehicles.
- h. Any driver training needs are identified and appropriate training or re-training is provided.
- i. IPU New Zealand vehicles are covered by appropriate insurance.

2.2 The Facilities Manager is responsible for ensuring that:

- a. IPU New Zealand vehicles are regularly serviced and maintained, and that accurate maintenance logs are kept.
- b. Each vehicle has a current Warrant of Fitness and Registration, and that Road User Charge distance licences do not overrun.
- c. Checks for vehicle damage and safety are done each week, as per the IPU Fleet Vehicle Safety Responsibilities Checklist (appended).
- d. Managers are made aware of any important conditions of vehicle insurance coverage.
- e. Vehicles have working radios, since this can help maintain driver focus during longer trips.

2.3 Line Managers are responsible for ensuring that:

- a. Their staff understand their responsibilities under this policy.
- b. Drivers have a current and appropriate licence before authorising use of an IPU vehicle.
- c. Drivers are sufficiently familiar with use of trailers, before authorising use of an IPU trailer.
- d. Their staff complete a RAMS review as part of their authorisation of planned work-related travel.
- e. Work travel schedules are managed to ensure they do not encourage unsafe driving practices.
- f. If driving is likely to exceed 5 hours per working day, and/or staff will be working off campus or be in transit for more than 11 hours, strategies to reduce driver fatigue (eg: shared driving, overnight accommodation) will be implemented.
- g. Drivers are not asked to drive between the hours of 11 pm and 6 am, when there is increased risk of fatigue.
- h. Staff are never encouraged to drive under conditions that are unsafe.

2.4 Reception staff are responsible for ensuring that:

- a. Vehicle keys are not issued until a signed Vehicle Requisition form is submitted.
- b. Vehicles are made unavailable when advised by Physical Resources staff that servicing or repairs are required.
- c. Comments recorded by drivers on Vehicle Requisition forms regarding vehicle issues are passed on to Physical Resources staff in a timely manner.
- d. An accurate log of mileage and fuel receipt information is kept.

- e. Spare first aid kits and sick bags are provided to any driver who reports these items as missing in an IPU vehicle.

2.5 The Health & Safety Coordinator is responsible for ensuring that:

- a. All IPU New Zealand vehicles have a first aid kit and sick bag, and that these are checked and replenished on a regular basis.
- b. That a spare first aid kit and sick bags are kept at Reception in case they are needed by drivers.
- c. A copy of the IPU Fleet Vehicle Safety Responsibilities Checklists (Appendix 17) is kept in each IPU New Zealand vehicle.
- d. Information regarding staff driver licences and first aid certification is kept up to date on PeopleSafe.
- e. First aid training is arranged for staff who need to drive with students in the vehicle.
- f. Vehicle familiarisation sessions are made available to staff on request.

2.6 Drivers are responsible for ensuring, **prior to travel**, that:

- a. A scan of their driver licence is provided to the Health & Safety Coordinator.
- b. They have approval from an appropriate manager to undertake the planned travel in an IPU vehicle.
- c. A signed Vehicle Requisition form is submitted to Reception when booking a vehicle.
- d. They request a vehicle familiarisation session if needed.
- e. Their line manager is informed immediately if their driver licence becomes invalid (i.e., is suspended, expired or revoked).
- f. If there is a reason (e.g., illness) why they may temporarily not be safe to drive, that they inform their line manager as early as possible before travel commences.
- g. All loads such as recruitment materials, baggage, etc. are secured safely.
- h. A visual inspection of the vehicle is completed immediately before departure.
- i. If there is any indication at any time that the vehicle may not be safe to drive, the vehicle is not driven, and Physical Resources staff are informed immediately.
- j. Passengers are reminded to fasten seatbelts before travel commences.

2.7 Drivers are responsible for ensuring, **during travel**, that:

- a. If there is any indication at any time that the vehicle may not be safe to drive, the vehicle is immediately brought safely to a stop, and instructions on the rear of the Vehicle Requisition form are followed.
- b. All traffic laws, rules and safe driving practices are followed at all times.
- c. Mobile phones and other electronic devices are not used for communication purposes by the driver while they are in the vehicle, unless the vehicle is stationary and off the road.
- d. Risk from driver fatigue is reduced through taking at least one 10-minute break for every 2 hours of driving.
- e. They remain hydrated in order to maintain focus.
- f. Headlights are on at all times while driving on the open road, to increase visibility of the vehicle for other road users.
- g. When a vehicle is parked and unattended, it is locked and valuables are either removed or hidden from view.

2.8 Drivers are responsible for ensuring, **upon return to IPU New Zealand**, that:

- a. There is at least 1/2 tank of fuel in the vehicle.
- b. Mileage and vehicle problems and vehicle damage are recorded on the Vehicle Requisition form before returning it to Reception.
- c. Rubbish is removed from the vehicle.
- d. Keys, Vehicle Requisition forms and fuel receipts are returned to Reception in a timely manner.

- e. They report any traffic offences (eg: speeding fines, parking tickets) incurred to their line manager.

Relevant legislation:

Health and Safety at Work Act 2015

Land Transport Act 1998

Land Transport (Road User) Rule 2004

Related IPU New Zealand documents:

8.3.1 Code of Conduct

10.0 Health and Safety Policy

10.1 First Aid Policy

Vehicle Requisition Form

8.5.2 Private vehicles on Institute property

POLICY NAME	Private vehicles on Institute property		
POLICY NUMBER	8.5.2	RESPONSIBILITY	Director of Services
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021
<p>Policy Statement The Institute accepts no liability for any damage sustained to a vehicle by a private driver while on Institute premises.</p> <p>Procedure: Employees should plan to leave their personal vehicle at home for the duration of any overnight trip. In a case where a personal vehicle must be left unattended overnight on campus the vehicle is left on Institute premises at the employee's own risk.</p> <p>Liability: The Institute accepts no liability for any damage sustained to a vehicle by a private driver while on Institute premises.</p>			

8.6 Policy on use of Computers

POLICY NAME	Policy on use of Computers		
POLICY NUMBER	8.6	RESPONSIBILITY	Director of Services
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021
<p>Policy Statement</p> <p>The Employer offers its Employees access to the Internet and email for the business purposes of the Employer. Access is intended for use to facilitate communication for business purposes between staff, and between staff and clients, suppliers and information providers. The following policies are designed to minimise the risk and protect the integrity of the computer network of the Institute.</p> <p>Computer Use</p> <ul style="list-style-type: none"> • The copying or installation of any software of any type to any of the Institute Servers or Institute owned computers is not permitted without prior consultation with a designated IT Administrator for the Institute. • Personal Folder space allocated by the Institute may only be used to save work, which is relevant to the studies/work you are doing at IPU New Zealand. • Unauthorised use of copyrighted material is prohibited. • Distribution of material protected by trade secret is prohibited. • The use of the Institute network or resources for commercial activities, other than Institute business, is prohibited. • The Institute accepts no liability for loss of any personal work or other information, which has been saved into personal folders, or any other Institute owned computer. The backup of data is deemed to be the responsibility of the owner. • Revealing your account password or allowing another person to use your account is prohibited. • The user may be required to update passwords and account information in order to continue network/Internet access. • Whilst the contents of users' files and email messages within their allocated disk quota will be treated as private, users should be aware that this treatment does not necessarily imply legal ownership of the content. • The Institute's management is authorised to examine, move, copy or delete any files and email messages where Director of Services deems it appropriate. • While IT equipment and the network may be used for limited personal activities, these activities must not interfere with the Employee's specified duties or obligations and must not be illegal or contrary to the interests of the Institute. • The Institute expects staff to have a minimum 8-digit, alphanumeric password and to change it every 6 months. <p>Record Retention</p> <ul style="list-style-type: none"> • All electronic data that would normally be saved if they were paper documents should be retained on the same basis. • Any cloud-based document sharing is only to be internal and with the minimum number of staff necessary. <p>Internet and Email use</p> <p>Access to computer systems and or services is not a right, but a privilege. Unacceptable usage will result in cancellation of accounts, and possible disciplinary proceedings.</p> <p>The Institute exercises the right to actively block content, which is deemed to contain any subject matter, which may be of a nature considered objectionable or unlawful.</p> <ul style="list-style-type: none"> • All Students and Staff have access to the Internet on Institute owned computers. • All access to the Internet is monitored. 			

- Viewing, downloading or printing any material of any nature that could be deemed harmful or illegal under New Zealand law is strictly prohibited. This includes, but is not limited to, material classified in the following categories:
 - Making abusive, disparaging, obscene and/or racist remarks;
 - Searching for, watching and/or downloading pornography and/or other offensive materials;
 - Releasing any confidential information that may identify specific individuals, particularly when it puts, or is highly likely to put, the Employer in breach of the Privacy Act 1993; and
 - Breach of copyright.
- Adult/Sexually Explicit, Hate Speech, Hacking, Criminal Skills.
- Publishing, downloading or transmitting threatening or obscene material is prohibited.
- The sending of any form of Spam or Hate mail to any other user on or off campus is strictly prohibited.
- The Institute has discretion on the type and level of access allowed to the users.
- Internet use has to be for education and research consistent with company policy, and work undertaken.
- Product advertisement or political lobbying is prohibited.
- IPU New Zealand will not accept any responsibility or be held accountable in any way for purchases, gambling debts or any other transactions made on the Internet.

Use of Institute owned computer facilities

- Institute owned computer facilities are provided to support the primary functions of the Institute and its administration. Personal use is allowed on most Institute systems but only when the system is not required for its primary functions and, for staff members, only when it does not impede the work for which they are employed.
- The use of computing equipment is integral to many aspects of Institute study. The equipment should not be interfered with or left in a state that denies others reasonable access.

Connection of equipment to the Institute network

- Computers may either be connected over the campus-wide wireless network or through a cabled network port.
- Use of the Wireless network is monitored by the Institute and any unauthorised use could lead to disciplinary action.

Use of Social Media

- Whenever staff use social media, they must be considerate so that their posting of information and/or comments should not harm the reputation of IPU New Zealand and/or any other staff members (by their use of abusive, defaming and/or negative comments, etc.)
- Staff must not post confidential business information of IPU New Zealand and/or confidential information about any individual Employee on any social media platform.
- IPU New Zealand is not usually concerned with postings by its staff to private blogs. Staff members, however, must be considerate so that the information and/or comments they post should not harm the reputation of IPU New Zealand and/or other Employees and/or students, and/or breach the right to their privacy.

Any violation of the above may result in disciplinary action, including summary termination of employment if the violation is regarded as serious and/or repeated.

8.7 Communication Policy

POLICY NAME	Communication Policy		
POLICY NUMBER	8.7	RESPONSIBILITY	Director of Services
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021
<p>1. INTRODUCTION</p> <p>a) Soshi Gakuen New Zealand trading as IPU New Zealand is a legal entity and that entity as a whole is represented publicly by the Board of Trustees, the President and the senior management.</p> <p>b) Members of staff and students of IPU New Zealand may speak publicly in one of three roles:</p> <p>i. As an academic or expert speaking publicly on a matter related to their area of expertise and their role at IPU New Zealand. This is an important activity and one which is encouraged and supported.</p> <p>ii. As an official of IPU New Zealand or delegate of the Board of Trustees, representing the official view of the legal entity that is IPU New Zealand.</p> <p>iii. As a private individual speaking publicly about matters not related to their area of expertise and/or their role at IPU New Zealand.</p> <p>2. DEFINITIONS</p> <p>a) For the purposes of this Policy only:</p> <p>i. "Members of staff" shall include all employees of IPU New Zealand and its subsidiary companies and their boards, and all honorary Members of staff or honorary appointees.</p> <p>ii. "Speaking" includes all forms of communication that could be reasonably regarded as being in the public domain. For the purpose of clarification this includes all forms of electronic communications and social media.</p> <p>3. POLICY</p> <p>a) When speaking publicly members of staff and students should consider in which role they are acting and identify clearly to the recipients of that communication that role – as an academic or expert, as an official of IPU New Zealand, or as a private individual.</p> <p>b) Staff should never make reference in either a private or public capacity of any sensitive information which might identify any individual staff or student.</p> <p>c) Speaking as an academic or expert, Members of staff (Academic and Professional) are encouraged to make statements to the media, or respond to media queries, or make public statements in subject areas where they have recognised special expertise or recognised competence, provided it is made clear that when making such a statement or communication that it is not made by or on behalf of IPU New Zealand. Such statements should implicitly, or preferably explicitly, refer to the recognised expertise or competence. Members of staff making such statements or communications are also encouraged to work through the Academic Registrar and the President, who are able to provide advice and support for staff interactions with the media.</p> <p>d) Representing IPU New Zealand, no Staff Member or student is to speak for, or to publicly commit IPU New Zealand as an entity on any issue, as to any expenditure, or to create any liability for IPU New Zealand unless that person has an explicit delegation from the Board of Trustees to do so.</p> <p>e) Speaking in a private capacity. When speaking in a private capacity or when representing another organization that is not connected with their IPU New Zealand role, a Staff Member should not include in the communication any material that may suggest that this communication relates to their role at the IPU New Zealand. An IPU New Zealand title or honorific should not be used where a Staff</p>			

Member is making a statement or communication that is intended to be, or submitted as, speaking or writing in that person's private capacity. This aspect of the policy applies to any member of staff undertaking private consulting that is not part of their role at IPU New Zealand, or is not contracted through IPU New Zealand.

f) Particular care should be taken by all staff in using any Institute email or web address when communicating in a private capacity. Private communications are not to be carried out using an Institute email or web address in circumstances where there might be a perception that such communications are on behalf of the Institute. Where communicating (in hard copy, emails, electronically or online) in their private capacity, Members of staff should not use, for example, IPU New Zealand letterhead, paper, business cards, envelopes or sign offs whether electronic or otherwise. All Members of Staff should be aware that all IPU New Zealand communications, whether sent as part of official IPU New Zealand business or for private purposes, are subject to discovery as part of an official investigation.

4. NON-COMPLIANCE

Non-compliance with this Policy may result in:

- a) Legal claims being made against IPU New Zealand;
- b) Individual Members of staff prejudicing or removing any insurance cover they may have under IPU New Zealand's overall cover for IPU New Zealand officers;
- c) Private communications being "discovered" during the course of an investigation;
- d) Conflicts of interest;
- e) Disciplinary action

Related Policy / Procedures

8.6 Policy on Use of Computers

8.10 Privacy Policy

8.8 Facility Use by Visitors

POLICY NAME	Facility Use by Visitors		
POLICY NUMBER	8.8	RESPONSIBILITY	Director of Services
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021
<p>Policy Statement</p> <p>The purpose of this policy is to ensure that the responsibilities, risks and accountabilities of all third parties are clear before the Institute allows the use of its facilities for external users. The Institute insurers require that this process is transparent.</p> <p>Procedure:</p> <ul style="list-style-type: none"> • When a request regarding a visit to the Institute is received, all necessary information should be recorded, (i.e.: name of caller, contact details and date of visit, etc). • Make enquiries about the purpose of the visit and evaluate the benefit of the visit to the students, the Institute and the wider community. • Record any exceptional circumstances relating to the visit for adequate decision-making. • The Director of Services will approve or decline the visit and allocate a person to be in charge of the visit. • The staff member responsible for the visit must ensure visitors are given a Health and Safety induction, and that any other Health and Safety requirements are complied with. • All visitors, whether official or not, must report to Reception on arrival to sign the Visitor and Contractor Register before they start proceedings, and must sign out before leaving. On signing in, visitors will be issued with a visitor badge. • As far as practicable, visitors must be accompanied by a staff member at all times <p>Related IPU New Zealand Policies</p> <p>Health and Safety Manual: Section 8 Contractor and Visitor Management</p> <p>Health and Safety Manual: Appendix 22 – Visitor Group Induction</p>			

8.9 Legislative Compliance

POLICY NAME	Legislative Compliance		
POLICY NUMBER	8.9	RESPONSIBILITY	Director of Services
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021
<p>Policy Statement</p> <p>IPU New Zealand is committed to ensuring compliance with all legislative requirements relating to the operations and governance of the Institute, and to the Institute's own Policy Framework. The Institute is committed to ensuring that it conducts its business in a lawful, professional and ethical manner.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. The Institute's Policies and procedures promote compliance with relevant legislation and regulations. 2. Policies and procedures are reviewed by the Board of Trustees on a regular basis to ensure compliance and ongoing relevance. 3. Where legal updates occur between scheduled reviews, procedures will be updated accordingly, and policy will be evaluated for possible updates. 4. The Institute will support staff to comply with all relevant compliance requirements associated to their role. Where a position has significant responsibility for compliance with legislation, or oversight thereof, this will be incorporated into the job description for that role, with performance and commitment to compliant outcomes monitored as part of the performance review process 5. Managers have a duty to uphold and monitor compliance within their area of responsibility, and ensure that their workers receive adequate training and instruction to keep them up to date with their legislative obligations. To assist with this aim, the Institute will maintain Appendix 18 - Register of key legislation with which the Institute and all its employees must comply. 6. All Institute staff, students and associates have a responsibility to ensure that their activities on behalf of the Institute comply with the law and any related Institute policies and procedures. Failure to meet this expectation may lead to disciplinary action. <p>Related procedures / documents:</p> <p>All Institute Policies, procedures, guidelines and code of practice, including: Appendix 18– Register of Key Legislation Policy Handbook Academic Handbook Health and Safety Handbook</p>			

8.10 IPU New Zealand Privacy Policy

POLICY NAME	IPU New Zealand Privacy Policy		
POLICY NUMBER	8.10	POLICY NUMBER	Director of Services
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021

Policy Statement

IPU New Zealand values the privacy of every individual's personal information (whether such individual is a student, staff member or member of the public) and is committed to the protection of personal information. The Institute complies with its obligations in respect of personal information under the Privacy Act 1993, the Official Information Act 1982, the Education Act 1989 and the Health Information Privacy Code 1994. The Institute takes all reasonable steps to ensure that personal information it holds is protected against loss, and unauthorised access, release, use or modification.

This policy is not intended to be a stand-alone document. It must be read and applied in conjunction with:

1. All relevant law, including the Privacy Act 1993
2. The agreements between IPU New Zealand and its staff and students
3. Procedure for collection, use and disclosure of personal information.

Definitions: The term personal information refers to information concerning an identifiable individual.

Purpose:

The purpose of this policy is to establish procedures and guidelines for:

1. The collection, use and disclosure of personal information by IPU New Zealand
2. Access by individuals to personal information about themselves held by IPU New Zealand.

Procedure:

1. This policy applies to all past and present IPU New Zealand staff and students
2. The Privacy Officer for IPU New Zealand is the Human Resources Manager and / or the Academic Registry Manager.
3. Responses to requests for information made in respect of the Privacy Act 1993 may be sub-delegated.

Roles and Responsibilities:

Privacy Officer

The Director of Services will appoint the Privacy Officer, who will be either the Human Resources Manager or the Academic Registry Manager. The Privacy Officer will:

- Respond to requests for information and receive all complaints
- Be responsible for the provision of information, investigation of privacy breaches and resolution of complaints made under the Privacy Act 1993
- Develop, implement and continually improve privacy management processes
- Identify compliance obligations and risks relating to privacy in conjunction with managers.
- Support training for staff in regard to privacy

Heads of Department (or equivalent) will:

- Model good privacy behaviour by demonstrating sound judgement in privacy matters
- Comply with legislative requirements
- Ensure privacy breaches are reported to the Privacy Officer
- Identify privacy risks

The IT department will:

- Ensure that procedures for controlling access to information are developed, implemented and maintained

- Proactively manage security to all data and information on the Institute network

All staff will:

- Comply with privacy legislation and policy
- Take reasonable care to protect passwords and other access to private information

Relevant legislation:

Privacy Act 1993

Education Act 1989

Health Information Privacy Code 1994

8.11 Children on Campus

POLICY NAME	Children on Campus		
POLICY NUMBER	8.11	RESPONSIBILITY	Director of Services
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021

Introduction

IPU New Zealand acknowledges that many staff and students have childcare responsibilities which may, from time to time, require bringing children onto campus. IPU New Zealand seeks to support staff and students with these responsibilities to succeed in their work and study, without impacting negatively on the work or study environment of others.

Reasons for staff and students bringing children on campus include:

- Short term arrangements due to emergency care needs or non-communicable ill health
- Attending social events which include children
- Infant feeding including breastfeeding

Application

This policy applies to all staff and students at IPU New Zealand.

Purpose

The purpose of this policy is to:

1. Outline the framework of principles and arrangements to ensure the safety and proper supervision of children on campus
2. Enhance a family friendly workplace and support staff and students when there are children on campus
3. Avoid disruption to the work performance of the caregivers, other staff and students.

Related Documents

The following documents set out further information relevant to this policy:

- [Equal Employment Opportunity Policy IPU New Zealand Policy Handbook 2016 - 8.1.3](#)
- [Health and Safety Manual](#)
- [Staff Code of Conduct IPU New Zealand Policy Handbook 2016 - 8.3.1](#)
- [Institute Regulations Academic Handbook 2016 - 6.2](#)
- [Ministry of Health - Communicable Disease Control Manual 2012](#)

Definitions

In this policy:

Campus means the premises occupied by IPU New Zealand in Palmerston North, and any other premises used by the Institute for teaching, learning, research and associated operational and support activities.

Child means a person under the age of 14 years. 14 year olds and over fall under the category of visitors.

Class means a lecture, tutorial, field trip or any other learning activity scheduled by IPU New Zealand.

Manager means the direct manager or Deputy Head of School/ Coordinator in a given area.

Supervision means to actively monitor the child's activity.

Principles

1. IPU New Zealand wishes to facilitate a family friendly environment for its staff members, which supports them in meeting their family obligations.
2. IPU New Zealand also seeks to balance the needs of staff with children with its obligations to other staff members and its obligation to meet health and safety requirements.

3. Staff and students who bring children onto campus are responsible for the care and supervision of those children at all times.
4. Staff and students who bring children onto campus must ensure that the presence of those children:
 - a) does not undermine the reasonable expectations of staff and students to be able to engage in the Institute's activities without disruption by children;
 - b) does not undermine the efficient and effective operation of the Institute;
 - c) complies with the Institute's Health and Safety Policy; and
 - d) is recorded in the sign in book at Reception in order to comply with the Health and Safety Policy.
5. Staff and students have flexibility to bring children onto campus when alternative childcare arrangements cannot reasonably be made.

Access to hazardous areas

1. Children must not be allowed access to the weights room, workshops, storage areas for chemicals or equipment, construction sites, or areas where minor works or maintenance are being carried out.

Organised visits of groups of children to campus

2. A staff member who wishes to host a formally organised visit by children to campus must seek prior permission to do so from his or her manager and the Health and Safety Coordinator should be informed.
3. A staff member responsible for hosting a visit by children to campus is required to seek and follow the advice of the Institute's Health and Safety Coordinator about appropriate briefs, controls and levels of supervision and the identification of hazards.

Children in class

4. IPU does not have the facility to allow children in the classroom whilst teaching is in progress. Special circumstances may be considered for children of teaching staff.

Children in the workplace

5. A staff member who wishes to bring a child into his or her workplace including the classroom must first notify the manager of his/her department.
6. Staff who wish to apply for flexible working arrangements to meet childcare responsibilities should discuss the matter with their immediate manager.
7. A staff member who brings a child to his or her workplace must take full responsibility for the child's supervision. If another staff member is requested to supervise the child, their prior agreement must be obtained and it must not cause disruption to their work. All staff have the right not to accept responsibility. Even if another staff member is supervising the child, the responsibility for the child at all times remains with the parent or caregiver who brought the child into the workplace. At no time is a student to be asked to supervise a child under this policy.
8. While IPU New Zealand has a responsibility according to the Health and Safety at Work Act 2015, the parent or caregiver has primary responsibility for the wellbeing of the children they bring into the workplace. They must ensure that any child brought into the workplace is not exposed to harmful situations during the visit.
9. Managers are expected to be sympathetic towards arrangements as per clauses 5 and 6.

Sick children

10. Staff or students must not knowingly bring children with infectious illnesses onto campus (For further details of infectious diseases please refer to the [Ministry of Health's Communicable Disease Control Manual 2012](#)).

Implementation

11. Any member of staff who observes a situation involving children which appears to be in breach of this policy and/or the Institution's [Policy Handbook Health and Safety Policy](#) is required immediately to take reasonable steps to prevent harm.
12. Any member of staff who observes an accident involving injury to a child must report it as soon as possible using the Institute's [Personal Accident Report Form](#) form; if the form cannot be submitted immediately, then it must be submitted within 48 hours of the accident or as soon as practical.

Complaints

13. Complaints with respect to compliance with this policy may be referred in the first instance to the relevant Head of School or Director of Services with a view to having them resolved informally.
14. If a complaint is made about a staff member's decision under clause 5 of this policy, and that staff member is a Manager, the complaint should be referred for resolution to the President or in his absence the Heads of School and Director of Services.
15. Complaints under clauses 13 and 14 of this policy must be dealt with promptly to minimise any uncertainty or disruption to students and/or staff in their Institute activities.
16. Where a complaint made under clause 13 of this policy is not able to be resolved informally or remains unresolved after 20 days, it may be referred for resolution to:
 - a) the President where the complaint is about a student
 - b) the Heads of School and Director of Services where the complaint is about a staff member.
17. Serious and/or repeated complaints may be referred for resolution under the [Policy Handbook Staff Code of Conduct - 8.3.1](#), with respect to staff, or the [Academic Handbook Institute Regulations - 6.2](#), with respect to students.

Responsibility for monitoring compliance

18. The Heads of School and Director of Services is responsible for monitoring compliance with this policy and reporting any breaches to the President.
19. Breaches of this policy by staff may result in disciplinary action under the [Policy Handbook Staff Code of Conduct - 8.3.1](#).
20. Breaches of this policy by students may result in disciplinary action under the [Academic Handbook Institute Regulations - 6.2](#).

8.12 Time in Lieu

POLICY NAME	Time in Lieu		
POLICY NUMBER	8.12	RESPONSIBILITY	Financial Controller
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021
<p>Policy Statement</p> <p>By virtue of its business, both academic and administrative staff are at times required to exceed their normal hours of work. IPU New Zealand has a duty to ensure the wellness of its staff by ensuring that they do not work excessive hours of overtime. Additional hours agreed to and approved in advance between the line manager and staff member may be taken as time in lieu, where it is deemed significantly excessive time is necessary to complete a task outside of acceptable hours. Time in Lieu can only be accrued and/or taken, with the prior written approval of line managers.</p> <p>Application</p> <p>This policy applies to all salaried employees of IPU New Zealand (excluding those who are paid on hourly wages).</p> <p>Purpose</p> <p>The purpose of this policy is to:</p> <ol style="list-style-type: none"> 1. Outline the framework of principles and arrangements to ensure fair and equal application. 2. Ensure all managers and staff have a clear understanding of the appropriate use of TIL arrangements at IPU New Zealand. 3. Enhance workplace efficiency. 4. Avoid disruption to the work performance of staff. 5. Ensure minimal disruption to students or other internal customers. 6. Ensure the health and safety of staff is not compromised due to excessive over time. <p>Related Documents</p> <p>The following documents set out further information relevant to this policy:</p> <ul style="list-style-type: none"> • Holidays Act 2003 • Equal Employment Opportunity Policy - IPU NZ Policy Handbook 2017: 8.1.3 • IPU New Zealand Health and Safety Manual <p>Definitions</p> <p>In this policy:</p> <p>Time in Lieu is time off work granted in lieu of extra pay to staff who, due to their business situations that require their significantly more hours of work than normal, have worked outside of accepted working hours and to which approval has been granted in advance by line manager.</p> <p>Alternative Leave has its entitlement through working on Public Holidays and is not included in this policy. Section 56 Holidays Act 2003.</p> <p>Line Manager means the direct manager, or Head of School in a given department.</p> <p>Principles</p> <ol style="list-style-type: none"> 1. IPU New Zealand is committed to the health and safety of staff, students and visitors. 2. All TIL hours must be approved in writing by the line manager (or two or more managers), prior to the employee working. 3. TIL cannot be taken in advance of or in anticipation of TIL hours being accrued. 4. If the employee has five or more days of unused annual leave owing, these annual leave days must be used before applying to use TIL hours. 5. TIL must be used within 12 months following its accrual. This will ensure that the employees take appropriate rest periods for those additional hours worked. 6. All TIL not claimed within 12 months of accrual, will expire and cannot be claimed thereafter. 			

7. TIL should be taken in a manner that is expedient to IPU New Zealand. TIL should not be taken without good reason and the agreement of the manager(s) and the employee.
8. Accumulated TIL will not be paid out on termination of the employment contract. It will not be paid in cash or as salary.
9. Overnight stays to accompany students are not counted toward TIL. Employees can apply for entitlement for such stays in accordance with the policies on allowances for approved overnight stays.

Procedures

1. TIL will be accumulated on the basis of half a day or one day.
2. TIL can be used on the basis of half a day or one day.
3. The record must be completed and processed in the following steps:
 - a) TIL hours must be requested in advance and approved by the line manager (or two or more managers). No TIL hours will be allowed without prior approval.
 - b) Once actual TIL hours are worked, the hours must be confirmed and signed off on the same form by the line manager.
 - c) The original record sheet is to be provided to Payroll for processing TIL hours. No hours will be recognised unless authorised in accordance with Principle 2.
 - d) Staff keep a copy of the record in order to apply for leave within 12 months before expiry.
 - e) Any requested leave period must be approved by the line manager (or two or more managers) and provided to Payroll.

9 Library: Collection Development, Management and Access

POLICY NAME	Library: Collection Development, Management and Access		
POLICY NUMBER	9.0	RESPONSIBILITY	Head Librarian
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020

9.1 Policy Statement

In accordance with the Institute mission, the IPU New Zealand Library recognises its primary role as supporting excellence, relevance, access and capability in the research, educational and recreational needs of IPU New Zealand students and staff.

9.2 Purpose

This policy is to provide a framework for collection development, management and information access at IPU New Zealand Library. It is intended to:

- a) Assist librarians in providing current, relevant, diverse, and balanced collections of materials which support the educational and individual needs of students and staff.
- b) Ensure collection flexibility and responsiveness to the changing needs of a dynamic academic setting through regular professional assessment and adjustment.
- c) Provide robust access to useful information resources.
- d) Ensure faculty participation in collection development and management.
- e) Inform library stakeholders of the scope and nature of collections, rationale underlying selection decisions and plans for the ongoing development of resources.
- f) Assist library staff in working towards defined goals to strengthen the collection while conducting responsible budgetary planning and expenditure of funds for resources.

9.3 Responsibility

Responsibility for development and management of the Library collections lies with the IPU New Zealand Head Librarian.

In order to meet this responsibility effectively, the Head Librarian will:

- a) Liaise with faculty, strongly encouraging resource suggestions to support their current and planned courses
- b) Provide means of communication for student and staff recommendations
- c) Become familiar with the Academic Calendar / Student Handbook to ensure there is a thorough understanding of papers taught, and that the collections are shaped to cater for teaching and learning outcomes
- d) Attend Academic Board meetings to ensure an awareness of proposed new papers from the outset.

9.4 Goals

As an integral part of the Institute's academic and recreational programme, the Library strives to help students and staff achieve IPU New Zealand's Distinctive Vision (see 3.1 Vision Statement). Our service goals are:

- a) Free, open, and equal access to information for registered IPU New Zealand Library users
- b) Selection, organisation and maintenance of resources which support Institute curriculum and best assist students and staff in their academic endeavours

- c) Provision of recreational and leisure collections which reflect the broad interests of a diverse IPU New Zealand community
- d) Provision of a variety of rich and appropriate formats to support different learning styles
- e) Provision of facilities for ease of studying, reading and meeting
- f) Provision of excellent personal information services, including guidance in the effective use of library resources
- g) Encouragement of a lifelong interest in reading and learning
- h) Empowerment of students and staff via training in information literacy skills – particularly in accessing and using electronic resources and collections
- i) Meeting the quality assurance standards of the New Zealand Qualifications Authority (NZQA)
- j) Excellent cost effective services - choosing the best tools within the available budget.

9.5 Target audience

Current students and staff of IPU New Zealand. Community use of the library is also encouraged. The IPU New Zealand Library provides an environment conducive to study and research in support of academic programmes taught at the Institute. We also provide a space of relaxation for our students.

Although this environment is not intended for children, they are welcome under the following conditions:

- a) A parent or caregiver accompanies children under the age of 14 at all times. Caregivers must be 14 years and older in accordance with the Children, Young Persons & their Families Act 1989.
- b) The parent or caregiver is responsible for supervising and monitoring the activities, behaviour, and conduct of the child(ren). This is specified by the Summary Offences Act 1981.

Library staff cannot oversee unattended or unsupervised children, nor be responsible for their safety and comfort:

- a) In an emergency situation.
- b) If a child is injured or becomes ill and/or requires a parent/caregiver to authorise medical attention.
- c) If a child wishes to leave the library, either on their own or with a stranger.
- d) If a child accesses inappropriate sites on the internet. As an academic library, we provide unrestricted access.
- e) A child becomes restless and distracts library users or staff, or damages equipment.

In the case of damaged equipment, the parent/caregiver will be liable for any repairs or replacement required.

9.6 Budget Allocation & Funding

Budget is proposed by the Head Librarian at the start of each academic year and is based on the previous year's spend, plus plans for the year ahead. The Board of Trustees determines the final budget.

The collections' budget is divided between non-recurring resources such as one-off book or non-book purchases, and recurring resources such as periodicals and database subscriptions. The budget is further divided among the collections: non-fiction; fiction; personal language development; library resource room (primarily teaching support), and audio-visual materials.

Collection priorities are determined by student enrolments in core subject areas, identified gaps in the collection, and specified needs – for example, the introduction or expansion of offered papers.

9.7 Selection and Evaluation Criteria

9.7.1 Educational

When selecting or evaluating academic resources for the Library, the following criteria are to be observed.

- a) The material is required in support of instructional programmes offered by IPU New Zealand, and will enrich the existing collection.
- b) The material is relevant, timely, and will have enduring value.
- c) The material has a strong quality of content and presentation in a durable format.
- d) The content is presented with a balance of view-points, or if materials are purchased with a bias, these are counter-balanced by materials representing an alternate viewpoint.
- e) The material has validity, accuracy and authority based on reputation or knowledge of author(s), affiliations, reviews, and/or publisher.
- f) Material is not excluded on the basis of race, nationality, religion, gender, sexual orientation, political or social view of the author and/or material.
- g) The resource is in an appropriate format for intended use.
- h) The material has an appropriate level of difficulty for its intended audience.
- i) A high level of usage is anticipated.
- j) The resource is cost effective in relation to other available materials.
- k) The material assists in meeting programme accreditation requirements of the NZQA.

9.7.2 Recreational

When selecting or evaluating recreational resources for the Library, the following criteria are to be observed.

- a) The material is aimed at enlightenment, enrichment and entertainment.
- b) The material has immediacy and relevance, even though it may not have enduring interest or value.
- c) Materials selected are a mixture of popular works and works with literary merit and/or artistic quality, to cater to the diverse interests of the IPU New Zealand community.
- d) Material is not excluded on the basis of race, nationality, religion, gender, sexual orientation, political or social view of the author and/or material.
- e) Materials are at differing levels of difficulty to reflect the IPU New Zealand community and encourage personal language development.
- f) Resources are in rich and varied formats to cater to individual preferences in leisure reading, viewing and listening.
- g) High level of anticipated usage.
- h) The resource is cost effective in relation to other available materials.

9.8 Intellectual Freedom

Intellectual freedom is vital to the integrity of the academic process and a student's right to independent thought. The library recognises a responsibility to represent all sides of an issue, including minority opinion and contentious viewpoints. As such, the primary test for inclusion of controversial materials is their relevance to Institute curriculum and the selection criteria stated above.

The IPU New Zealand Library supports the Statement on Intellectual Freedom adopted by the Library and Information Association New Zealand Aotearoa, 21 March 2002:

1. Society creates libraries as institutions to store and make available knowledge, information, and opinions and to facilitate the enjoyment of learning and creativity in every field. Every library has a

responsibility to provide its users with the widest range of information materials possible, which are within the constraints of its budget, relevant to its users' requirements, and which represent the spectrum of points of view on the topic held in the community.

2. Librarians have a responsibility to ensure that the selection and availability of information materials is governed solely by professional considerations. In so doing, they should neither promote nor suppress opinions and beliefs expressed in the materials with which they deal. These professional considerations include the use of knowledge, skills, collection management experience, and collection development policies to make decisions on what is selected for the library collection.
3. No information resources should be excluded from libraries because of the opinions they express; nor because of who the author is; nor on the grounds of the political, social, moral or other views of their author.
4. No library materials should be censored, restricted, removed from libraries, or have access denied to them because of partisan or doctrinal disapproval or pressure. This includes access to web-based information resources.
5. Librarians should resist all attempts at censorship, except where that censorship is required by law. Librarians are free to request, and to lobby for, the repeal of laws, which compromise the principles set out in this statement.

Accessed at: <http://www.lianza.org.nz/our-work/projects/lianza-statements/other-statements-0>

[14/11/2014]

9.9 Acquisitions

- a) General orders: The library assumes responsibility for sourcing, ordering, receipt, processing and ongoing maintenance of all materials purchased through the library budget.
- b) Textbooks: The library assumes responsibility for sourcing, pricing, ordering, receipt and distribution of textbooks requested and purchased through Foundation, Diploma, Degree, Postgraduate and TESOL programme budgets.
- c) Periodical orders: Journals are ordered via our subscription agent, EBSCO, or directly from publishers.
- d) Databases: Subscriptions to indexing and full text databases are purchased through consortia or directly from providers.
- e) Special funds: If the Library receives grants or gift monies for the purchase of library materials, these will be allocated based on the restrictions imposed on accepting such funds.

9.9.1 Acquisitions guidelines

- a) Where lack of funds limits purchasing, priority is given to current publications over retrospective items.
- b) Duplicates will only be purchased by justification of heavy and continued use.
- c) Paperback editions will be purchased over hardback where available.
- d) Unless foreign language resources are a requirement of selection criteria, English language publications will be given priority.
- e) Materials will be acquired in alternate formats if originals are unavailable or too expensive.
- f) Where possible, funds will be saved by rationalising the print periodicals collection with online counterparts, providing this does not compromise user access and usability.
- g) IPU New Zealand Library will not purchase extensive in-depth material for very specific research topics undertaken by graduate students or faculty. The exception being when the requestor has acquired additional funds (as part of a scholarship or grant) for collection purchases.

- h) IPU New Zealand Library will endeavour to collect and preserve books which students or staff have had published.
- i) The Library will also collect and preserve materials published on the topic of IPU New Zealand.
- j) Where possible wholesale suppliers will be used to obtain maximum discounts.
- k) When exchange rates are unfavourable to New Zealand, the Librarian will make every effort to buy locally or from countries where the NZD is performing strongly.
- l) Holdings of other libraries are to be considered before purchasing particularly expensive items.
- m) Where possible co-operative acquisitions programs such as library consortia will be pursued to improve purchasing power and facilitate savings.

9.10 Resource Sharing

- a) IPU New Zealand Library is a member of the Te Puna Interloans Scheme, a cooperative interlibrary program for New Zealand and Australian libraries. This enables the Institute to request resources from other member libraries on interlibrary loan, thereby extending information access beyond our own collections. Although a service fee is attached to most interloan transactions, this charge is not passed on to students and staff. Where we are unable to source information via this avenue, non-member libraries and commercial document delivery services will be considered.
- b) In addition, IPU New Zealand Library participates with other libraries in consortia arrangements, including but not limited to, EPIC Consortia. This enables increased purchasing power due to group deals and effectively lowers the expense of online products.

9.11 Gifts & Donations

The IPU New Zealand Library welcomes gifts to the library, of resources in any format, with the understanding that the Library may use or dispose of these materials as it sees fit. For long-term inclusion in the collection, gifts must meet selection criteria.

Unsolicited materials received in the mail are considered gifts. The IPU New Zealand Library accepts no responsibility to return them to the sender.

Gifts not accepted for inclusion in the collection, and not returned to the donor, are disposed of as follows:

- a) Gifted to a more appropriate library
- b) Donated elsewhere
- c) Placed in give away basket for library users
- d) Placed in IPU New Zealand garage sales
- e) Disposal.

When gifted material is added to the catalogue, it will be recorded at cost of \$0, however an estimated value based on current market must be applied for overall collection value and depreciation requirements.

9.12 Deposit

The faculty must deposit in the Library, one copy of all Masters theses accepted for the award of MIS. In addition, the library will hold copies of faculty selected Research Projects submitted in completion of the award of BCIS.

On publication of IPU New Zealand Occasional Papers, one copy of each must be deposited in the Library.

9.13 Information Access

The Head Librarian will ensure efficient access to collections, online resources, and information on library services and facilities, by maintaining an effective integrated library management system and overseeing the library website.

Library hours are decided by the Head Librarian in consultation with management, based on headcount statistics throughout the year. These are posted on the Library website.

Full use of Library facilities are available to current students and staff of IPU New Zealand, whether full-time or part-time. Registered patrons, on presentation of their IPU New Zealand identification card, may borrow items. Visitors are welcome to browse the collection, read newspapers and periodicals, and enjoy limited use of other facilities in accordance with visitor instructions at the Information Desk.

Borrowers will receive overdue notices for outstanding items by email and can return or renew these (if renewal is available). Replacement and administrative charges are invoiced in the case of non-returned or lost items. The Librarian may restrict borrowing privileges of a user or recall Library resources where appropriate.

Library staff will provide orientation tours and induction to new students and staff. Access to training/empowerment in information literacy skills is provided formally and informally via tutorials, professional practice sessions, electronic and telephone communications, and face-to-face contact.

9.14 Copyright & licensing statement

IPU New Zealand Library adheres to the Copyright Act 1994. The library actively promotes compliance by the Institute community and provides copyright warnings and fair use provisions in clear view by photocopy machines. The IPU New Zealand Library purchases a Copyright Reprography Licence, Print Media Copyright Licence, and a Screenrights Licence annually. The latter allows Faculty to record and copy audio-visual content including broadcasts and webcasts.

Access to subscribed electronic content, such as e-journals or full text databases, is governed by licenses specific to a publisher, database, or particular title. Most license agreements define and limit use to "authorised users" for non-commercial purposes. In our case, this refers to registered users of the library, being current students and staff of IPU New Zealand. Licenses also include provisions around downloading and sharing.

Movies, documentaries and sound recordings are purchased for private and educational use only and loaned on this condition.

- a) Private: Viewing or playing a recording within a private home.
- b) Educational: Viewing of video and/or playing of sound recordings for instructional purposes within an educational institution, where the audience consists of students, staff, or persons directly connected with the activities of that institution.
- c) Public Performance: Any viewing or playing of a recording outside of a private home, regardless of whether or not admission is charged.

If a video or sound recording is not marked in any way to indicate it is licensed for public performance, it must be assumed it is for private use only. In the case of public performance for entertainment purposes, permission and/or licensing must be sought from the copyright holder. In New Zealand, the New Zealand Federation Against Copyright Theft (NZFACT) can be contacted to obtain details of the appropriate member company responsible for managing the intellectual property rights to a movie/video production.

9.15 Collection Maintenance

Library materials are expensive to purchase, process and house. As such the IPU New Zealand Library is committed to the longevity of its collections. Preservation is the action taken to prevent, stop or slow the deterioration of library materials in all media, and prevent loss or theft. As part of initial processing the Library adds protection to materials in way of covering and security tags. Resources are then handled with care and stored in optimal environmental conditions.

Where necessary, mending is carried out to improve the condition of resources. In some cases, migration of format is required to preserve intellectual content - providing this process also meets copyright legislation. Finally, replacements will be considered based on evaluative criteria.

9.16 Collection Assessment

The ongoing review of library materials is necessary in maintaining an active collection of relevance to current users. Library collections and services are established and maintained to support the teaching, research and recreational objectives of the Institute. Evaluations will be made to determine whether the collection is meeting its objectives, how well it is serving its community, what gaps are present, and how it might be developed further. This process requires the same focus on quality criteria as the original selection of materials. The IPU New Zealand Library will evaluate portions of the collection on a regular basis, using a combination of standard qualitative and quantitative methods.

9.17 De-selection

As part of the collection evaluation process, and in order to provide an active current collection, the Library regularly removes outdated, damaged and seldom used materials. De-selection otherwise known as weeding, is the responsibility of Library staff in consultation with the teaching faculty.

10 Health and Safety Policy

POLICY NAME	Health and Safety		
POLICY NUMBER	10.0	RESPONSIBILITY	Health and Safety Officer
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020

Policy Statement

IPU New Zealand is committed to a safe and healthy working and learning environment for all workers, students, and visitors.

Health and Safety Commitment

Senior management will:

1. Meet our obligations under the Health and Safety at Work Act 2015, regulations, codes of practice and any relevant standards or guidelines.
2. Set health and safety objectives and performance criteria for all managers and work areas.
3. Provide a safe workplace and safe, well-maintained equipment.
4. Demonstrate involvement and ongoing understanding of health and safety issues by attending health and safety seminars, briefings, conferences, training sessions or the like.
5. Encourage accurate and timely reporting and recording of all incidents and injuries.
6. Investigate all reported incidents and injuries to identify all contributing factors and, where appropriate, formulate plans for corrective action.
7. Actively encourage the early reporting of any pain or discomfort.
8. Provide treatment and rehabilitation plans that ensure a safe, early and durable return to work.
9. Regularly identify all existing and new hazards and do what is reasonably practicable to eliminate or minimise exposure to any significant hazards.
10. Ensure that all workers are made aware of the hazards in their work areas and are adequately trained so they can carry out their duties in a safe manner.
11. Encourage worker consultation and participation in all health and safety matters.
12. Enable workers to elect health and safety representatives.
13. Ensure that all contractors and subcontractors are actively managing health and safety for themselves and their employees.
14. Promote a system of continuous improvement, including annual reviews of policies and procedures, e.g.: annual internal audit.

Every manager and supervisor is accountable for minimizing risks to the health and safety of workers working under their direction.

Workers and students will:

1. Share in the commitment to health and safety.
2. Observe all safe work practices, rules, procedures and instructions.

3. Properly use all safety equipment and clothing provided.
4. Inform and guide visitors in health and safety on campus.
5. Report early any pain or discomfort.
6. Take an active role in the IPU New Zealand's treatment and rehabilitation plan, for their 'early and durable return to work'.
7. Report all incidents, injuries and hazards appropriately.
8. Ensure, when visiting workplaces off campus, compliance with their health and safety procedures, rules and instructions.

The Health & Safety Co-ordinator via the Health & Safety Committee will:

1. Include representatives from management and elected health and safety representatives from different sections of IPU New Zealand.
2. Provide Stage I training for health and safety representatives.
3. Plan, implement, monitor and review health and safety policies, systems and practices.

Adapted from ACC366 How to implement safe workplace practices: a guide to workplace health and safety (Nov 2014), ISBN: 0478-11779-5

Also refer to:

- 7.1.4 Health and Safety Committee Policy
- IPU New Zealand Health and Safety Manual

10.1 First Aid Policy

POLICY NAME	First Aid Policy		
POLICY NUMBER	10.1	POLICY NUMBER	10.1
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2020
<p>Policy statement</p> <p>This policy explains the procedures and responsibilities relating to the provision of first aid across the Institute, in compliance with New Zealand health and safety regulations and best practice guidelines.</p> <p>In this policy:</p> <p>First aid refers to immediate and basic care given to an injured or sick person before a doctor, other health professional or emergency services take over their treatment (if necessary). First aid includes arranging help from an ambulance or doctor if necessary.</p> <p>First aider refers to an individual who has completed a first aid training course with an NZQA approved provider, and whose first aid certificate is currently valid.</p> <p>First aid kit refers to a collection of items provided and maintained by IPU New Zealand to assist in provision of first aid to sick or injured persons.</p> <p>AED refers to an Automated External Defibrillator, which is a portable electronic device used to treat cardiac arrest.</p> <p>1. First Aid Training</p> <ol style="list-style-type: none"> a. IPU New Zealand is committed to ensuring that first aiders are available on campus at all times, to ensure that immediate assistance can be provided to injured or sick workers, students or visitors. b. In recognition that vehicle travel off campus increases risk of accident and injury, a staff first aider must attend trips involving transport of students in IPU New Zealand vehicles. c. At least one first aider must be rostered to work during each shift in the IPU New Zealand Dining Hall kitchen. Whenever possible one first aider should be rostered to work during each shift in the Library. d. Whenever possible, Hall Leaders and Deputy Hall Leaders will be first aiders. e. Managers will advise the Health & Safety Coordinator regarding which of their staff need to be first aiders. f. It is preferred that IPU first aiders will be trained to NZQA unit standards 06401 and 06402. However, if English language skills are limited to the extent that this training may not be achievable, NZQA unit standard 06402 alone may be acceptable. These certificates are valid for two years. First aiders will complete a first aid revalidation course every two years to ensure their certification is current and their knowledge up to date. g. IPU NZ will pay all fees for training that is required under this policy, and where appropriate, staff will undertake training during normal working hours. Staff who undertake training outside their normal working hours will receive Time in Lieu (full-time staff) or be paid at their usual rate for the additional hours (part time staff). h. The Health & Safety Coordinator will ensure that: <ul style="list-style-type: none"> • all first aid training is organised in a timely manner, 			

- updated records of first aid training are stored securely in a real-time electronic system, and
- an updated list of first aiders is provided at least once per year to all staff and students via email, noticeboards and the IPU New Zealand Health & Safety Information page online.

2. First Aid Kits

- a. A basic first aid kit is located in each building on campus. A basic first aid kit and a sick bag is available in each vehicle. Spare basic first aid kits are available at Reception.
- b. First aid kits suitable for a commercial kitchen environment are located in the Dining Hall kitchen and Swan House kitchen.
- c. A first aid kit stocked with items relevant to sporting injuries is located in the Recreation Centre.
- d. First aid kits in buildings are located in public areas, and are easily identified through signage.
- e. A backpack first aid and safety kit is available from Reception, for staff who are taking students on trips such as bush walks or beach walks.
- f. The H&S Coordinator is responsible for ensuring all first aid kits are checked, and contents replenished, at least twice per year. The contents of the kitchen and Recreation Centre first aid kits is decided in concert with the Recreation Centre Manager and Dining Hall Managers respectively.
- g. A brief explanation of first aid kits is included in Halls of Residence orientations for new students and health & safety inductions for new staff.

3. AEDs

- a. To allow rapid response in case of suspected cardiac arrest, IPU New Zealand rents two AEDs from the Institute's preferred provider who will maintain the AEDs, and will replace spent batteries and used pads as needed. IPU New Zealand must cover the cost of replacement in the event of damage or loss of an AED.
- b. The AEDs are located where they can be easily accessed by staff and students. These are noted on the campus map. When buildings are locked after hours, security guards can provide access.
- c. The locations of the AEDs are made available to emergency services and the public via <https://aedlocations.co.nz/>. In the event that a member of the public makes a request for an AED in an emergency situation, an AED will be provided to them without hesitation.

4. First Aid Accidents and Incidents

- a. Information regarding how to contact emergency services in New Zealand is provided through orientation (students) and induction (staff). Landline phones are available in corridors of buildings throughout campus, and posters explaining how to contact emergency services are posted near the phones.
- b. In the event that a student under the age of 18 years is seriously injured or suffers a medical emergency, the Institute will contact their parents or guardians as soon as possible.
- c. All IPU New Zealand staff must report work related accidents, near misses and medical incidents. Students, visitors and contractors must report accidents and other incidents to a staff member, who will complete a report on their behalf. The H&S Coordinator is responsible for reviewing reports, and ensuring actions are taken to reduce risk when appropriate.

- d. The Health & Safety Coordinator will ensure that any notifiable event is reported to WorkSafe immediately, and that the scene of the event is secured for investigation. If the Health & Safety Coordinator is not available, a member of the Senior Management Team will take on these responsibilities.

Relevant Legislation and Guidelines

Health and Safety at Work (General Risk and Workplace Management) Regulations 2016

First Aid for Workplaces – A good practice guide (Department of Labour, 2009)

Education (Pastoral Care for International Students) Code of Practice 2016

Related IPU New Zealand Policies

8.5 IPU New Zealand Vehicles and Safe Driving Policy

10.0 Health and Safety Policy

11 IPU New Zealand Policy on the Education (Pastoral Care for International Students) Code of Practice 2016

POLICY NAME	IPU New Zealand Policy on the Education (Pastoral Care for International Students) Code of Practice 2016		
POLICY NUMBER	11.0	RESPONSIBILITY	Student Support Manager
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021
<p>Policy Statement</p> <p>IPU New Zealand is committed to optimising students' success and satisfaction through provision of pastoral care while they study at IPU New Zealand. This is to be achieved through the following procedures:</p> <ol style="list-style-type: none"> 1. <u>Self Review</u> As a signatory to the Education (Pastoral Care for International Students) Code of Practice 2016 (the Code), IPU New Zealand conducts a self-review of its obligations to the Code, at least once per year. This annual review document can be accessed through the Student Support Manager. 2. <u>Staff Education</u> IPU New Zealand provides its staff members with educational opportunities regarding the Code, which include but are not limited to Faculty meetings and All Staff meetings. 3. <u>Student Education</u> Prior to students' entering into any commitments with IPU New Zealand, all information about the Code (including the Code itself) is provided to the prospective students via recruitment and promotional materials from IPU New Zealand. <p>IPU New Zealand provides its students with educational opportunities regarding the Code, which include but are not limited to Orientation, training of Hall Leaders and Assistant Hall Leaders.</p> <p>IPU New Zealand provides on-going support for students and advises them of internal/external grievance procedures.</p>			

11.1 Accommodation Policy

POLICY NAME	Accommodation Policy		
POLICY NUMBER	11.1	RESPONSIBILITY	Student Manager Support
APPROVAL DATE	13/03/2019	REVIEW DATE	28/02/2021
<p>Policy Statement</p> <p>IPU New Zealand ensures its compliance with the Education (Pastoral Care for International Students) Code of Practice 2016 (the Code), and provides students with appropriate accommodation options. The following procedures are set to meet the specific needs and requirements regarding all students including international students under the age of 18 years.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. IPU New Zealand and Homestay Host(s) agree to provide a safe, courteous environment in compliance with all relevant statutory requirements. 2. In the event of any health or other concerns that affect the student, IPU New Zealand and/or the Homestay Host(s) will ensure that the student receives the appropriate medical care and/or attention required. There are medical services available at the Health Clinic on campus during weekdays. On weekends or public holidays students may attend City Doctors; the costs will be met by student / health insurance. 3. All Host(s) are made aware that in an emergency situation they must call IPU New Zealand immediately after contacting the usual emergency services. 4. IPU New Zealand and Homestay Host(s) agree to discuss any serious concerns regarding the student, if any, in a timely manner so that they can co-operate to help resolve the issues, ensuring the student's wellbeing as well as optimising his/her experience in New Zealand. 5. If deemed appropriate, the Institute may withdraw and/or relocate the student from/to his/her Halls of Residence and/or Homestay Host(s), in compliance with all relevant statutory requirements. 6. If both Homestay Host(s) and parents of the student agree to let the other party know their contact details, they may communicate directly between them. Otherwise, the Institute liaises with both of them to help enhance their communication. 7. All international students under the age of 18 years will be accommodated in either approved Homestays or in the Under 18's Halls of Residence on Campus with the support of their on-campus supervisors, so that provision of pastoral care for them is ensured. 			

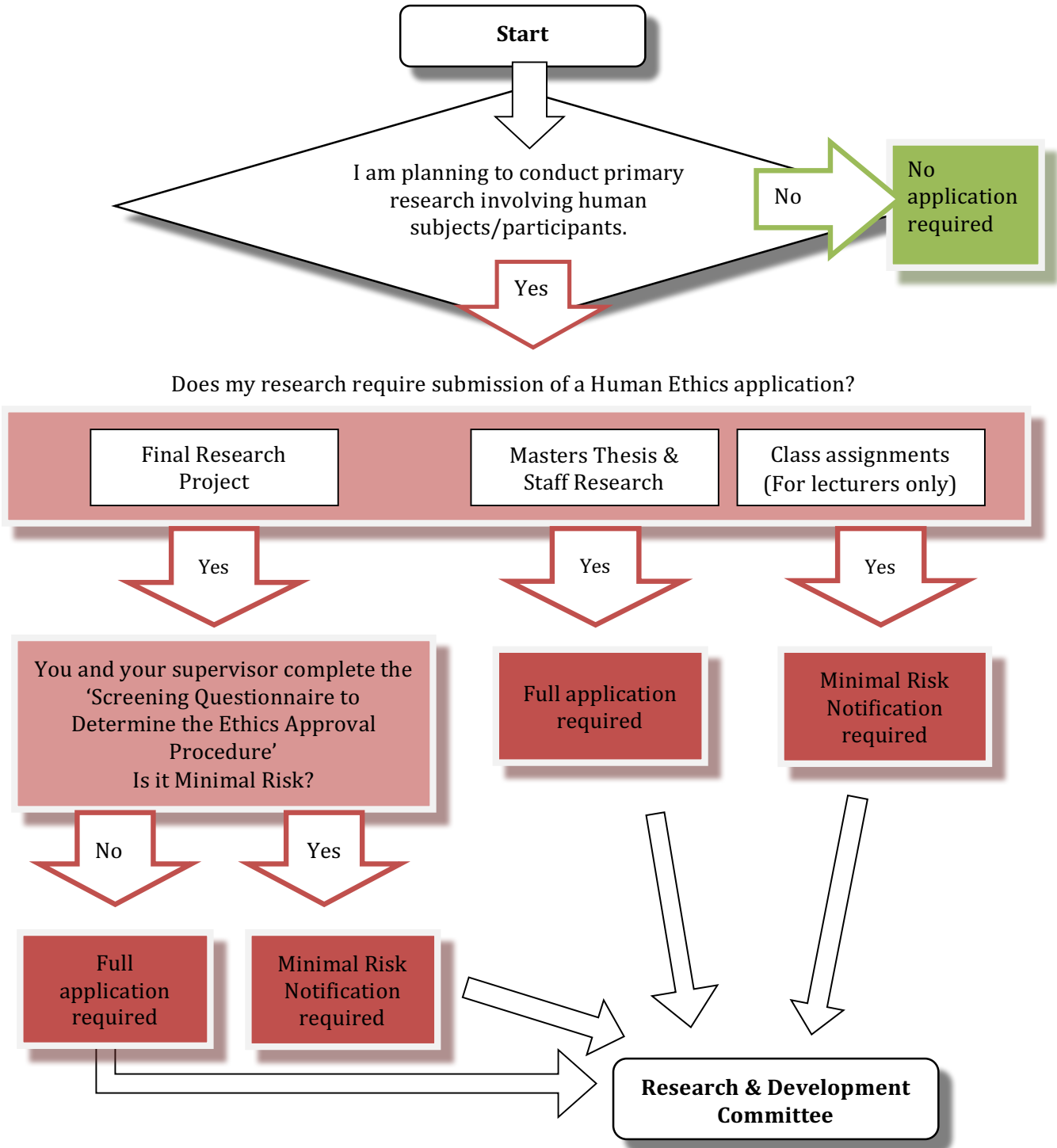
12 Academic Handbook 2019

(Refer to separate IPU New Zealand Academic Handbook 2019)

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Human Ethics, when should I apply?



Why? IPU New Zealand recognises that any research activities involving human subjects potentially affect human privacy, rights and freedoms, and therefore requires an ethical approach. The Research and Development Committee monitors all research at the Institute (proposed by students, lecturers and/or anyone from outside IPU New Zealand who wishes to use our students or staff in their research) in order to ensure that the rights of those subjects are protected, and in doing so, also provides a measure of protection for the researcher and the Institute.

Please note: Student applications MUST be checked and countersigned by the student's paper/course controller and/or supervisor prior to submission.

This applies to all staff and students conducting research involving human subjects.

APPENDIX 2

**SCREENING QUESTIONNAIRE FOR SUPERVISORS
TO DETERMINE THE ETHICS APPROVAL PROCEDURE FOR STUDENT RESEARCH**

(Please complete all sections of this questionnaire.)

Name:	
Project Title:	

This questionnaire should be completed following, or as part of, the discussion of ethical issues and after having read IPU New Zealand’s Ethical Research Principles.

Some applications will require ethics permission from both IPU New Zealand and the Regional Health and Disability Ethics Committee (HDEC). Please check requirements below.

Part A – Internal Approval

The statements below are being used to determine the risk of your project causing physical or psychological harm to participants and whether the nature of the harm is minimal and no more than is normally encountered in daily life. The degree of risk will then be used to determine the appropriate approval procedure.

If you are in any doubt, you are encouraged to submit an application to IPU New Zealand’s Research and Development Committee.

Does your Project involve any of the following?

(Please answer all questions. Please tick (✓) the appropriate response for each question. Failure to respond

to any questions will result in delays to your project.)

Risk of Harm		Yes	No
1	Situations in which the researcher may be at risk of harm.		
2	Use of questionnaire or interview, whether or not it is anonymous, which might reasonably be expected to cause discomfort, embarrassment, psychological or spiritual harm to the participants.		
3	Processes that are potentially disadvantageous to a person or group, such as the collection of information, which may expose the person/group to discrimination.		
4	Collection of information of illegal behaviour(s) gained during the research which could place the participants at risk of criminal or civil liability or be damaging to their financial standing, employability, professional or personal relationships.		
5	Collection of human originated samples (e.g. blood, urine).		
6	Any form of exercise regime, physical examination, deprivation or physical pain, beyond mild discomfort. (e.g. sleep, dietary)		
Informed and Voluntary Consent		Yes	No
7	Participants whose identity is known to the researcher giving oral consent rather than written consent. (If participants are anonymous, you may answer No)		
8	Participants who are unable to give informed consent.		
9	Research on your own students/pupils.		
10	The participation of children (seven (7) years old or younger).		
11	The participation of children under sixteen (16) years old where parental consent is not being sought.		
12	Participants who are in a dependent situation, such as people with a disability, or residents of a hospital, nursing home or prison, or patients highly dependent on medical care.		
13	The use of previously collected information or biological samples for which there was no explicit consent for this research.		
Deception		Yes	No
14	Deception of the participants, including concealment and covert observations.		
Privacy/Confidentiality Issue		Yes	No
15	Any evaluation of IPU New Zealand's services or organisational practices where information of a personal nature may be collected and where participants may be identified.		
Conflict of Interest		Yes	No
16	Conflict of interest situation for the researcher (e.g. is the researcher also the lecturer, teacher, treatment-provider, colleague or employer of the research participants or is there any other power relationship between the researcher and research participants?).		
Compensation to Participants		Yes	No
17	Payments or other financial inducements (other than reasonable reimbursement of travel expenses or time) to participants.		
Procedural		Yes	No
18	A requirement by an outside organisation (e.g. a funding organisation or a journal in which you wish to publish) for IPU New Zealand Research and Development Committee's approval.		

Part B – External approval

The statements below determine if your project requires ethical approval by a Health and Disability Ethics Committee.

In situations where you are not sure whether the research needs approval by an HDEC, you should seek an opinion from the Administrator of the relevant HDEC.

<http://www.ethicscommittees.health.govt.nz/>.

Include a copy of your written response from IPU New Zealand Research and Development Committee with your application.

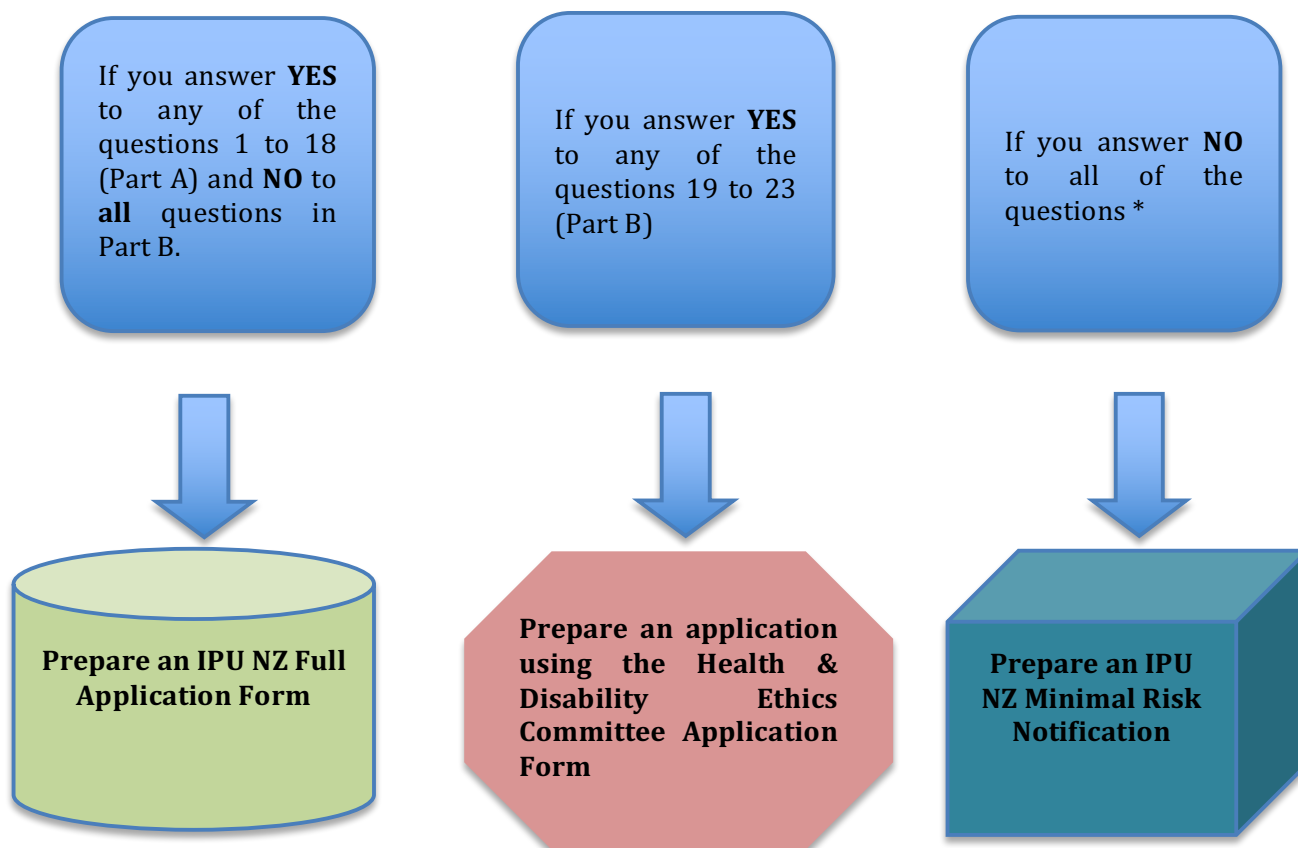
Does your Project involve any of the following?

(Please answer all questions. Please tick the appropriate response for each question. Failure to respond to

any questions will result in delays to your project.)

		Yes	No
19	The use of staff or facilities of a District Health Board		
20	Support, directly or indirectly, in full or in part, by District Health Board funds.		
21	Participants who are patients/clients of, or health information about an identifiable individual held by, an organisation providing health services (e.g. general practice, physiotherapy, occupational therapy, sports medicine), disability services or institutionalised care.		
22	Requirement for ethical approval to access health or disability information about an identifiable individual held by the Ministry of Health, or held by any public or private organisation whether or not that organisation is related to health.		
23	A clinical trial which: requires the approval of the Standing Committee on Therapeutic Trials; requires the approval of the Gene Technology Advisory Committee; is sponsored by and/or for the benefit of the manufacturer or supplier of a drug or device.		

Determine the type of approval procedure to be used (choose one option):



**** Note: Researchers who are new to IPU New Zealand or new to research with human participants or for whom Committee approval is desirable are welcome to send in a full HumanEthics application, even if the Screening Questionnaire questions have all been answered "No".***



IPU NEW ZEALAND'S GUIDELINES FOR MINIMAL RISK NOTIFICATIONS

1. Minimal Risk Notification

A minimal risk research project is one in which the nature of the harm is low and no more than is normally encountered in daily life.

Research considered minimal risk does not receive approval from IPU New Zealand's Research and Development Committee. A Minimal Risk Notification is used to record the research on the Minimal Risk Database, which is reported in the Institute's Research and Development Committee Annual Report. The Committee should be notified if situations occur which cause the researcher to reconsider the initial ethical analysis.

A minimal risk notification is issued for a maximum period of three years.

Note: if a sponsoring organisation, funding authority, or a journal in which you wish to publish requires evidence of Committee approval (with an approval number) you will have to provide a full application to a Human Ethics Committee.

Discussion and Analysis of Ethical Issues

It is important to include details of the discussion and analysis undertaken prior to the submission of the Minimal Risk Notification (refer Q4 of the Minimal Risk Notification form). In the case of supervised student research it is important that the supervisor has instructed the student in the Institute's Ethical Research Principles and that ethical analysis of the project has been discussed with the supervisor.

Please note that completion of the screening questionnaire only determines the type of procedure to be followed; it does not constitute "evaluation by peer review".

1.1 Submission of Notifications

A Minimal Risk Notification, with the completed "Screening Questionnaire to Determine the Ethics Approval Procedure" attached, must be submitted at least two weeks prior to the intended start date to:

The IPU New Zealand Research and Development Committee

The notification will then be reviewed and catalogued and an acknowledgement letter will be sent to the researcher. If there is any doubt as to the level of ethical risk involved in the research, the chair of the IPU New Zealand Research and Development Committee or their delegate may seek further clarification or a full application prior to the letter of acknowledgement being sent.

Note that when submitting a Minimal Risk Notification, researchers do not need to provide the documents (i.e. Information Sheet, Consent Form etc) that they will use during the research. However, researchers are reminded that it is their responsibility to ensure that their

documentation follows the same formats as provided on the website for applicants who are submitting a full application to the Research and Development Committee, eg:

1.1.1 **Information Sheet**

The same format should be used; however there are changes to the Compulsory Statements, as follows:

a) The **Committee Approval** statement must be changed to:

“This project has been evaluated by peer review and judged to be minimal risk. Consequently, IPU New Zealand’s Research and Development Committee has not reviewed it. The researcher(s) named above are responsible for the ethical conduct of this research.

If you have any concerns about the conduct of this research that you wish to raise with someone other than the researcher(s), please contact The IPU New Zealand Research and Development Committee.

1.1.2 **Participant Consent Form**

1.1.3 **Confidentiality Agreements**

i. Authority for the Release of Transcripts

2. Support from IPU New Zealand

Provided researchers have made every effort to implement the Code of Ethical Conduct for Research Involving Human Participants, the Institute will provide support in the event of complaints from participants. However, any researcher who proceeds with a project which does not comply with the IPU New Zealand Ethical Research Principles should be aware that the Institute may be unable to provide protection should a complaint be laid.

APPENDIX 4

**NOTIFICATION OF MINIMAL RISK RESEARCH
INVOLVING HUMAN PARTICIPANTS**

*(All notifications are to be typed)
(Do not modify the content or formatting of this document in any way)*

SECTION A:

1. Project Title

Projected start
date for data
collection

Projected end
date

2. Applicant Details *(Select the appropriate box and complete details)*

STAFF NOTIFICATION OF CLASS ASSIGNMENTS

Full Name of Staff
Applicant/s

Faculty

Telephone

Email
Address

Paper Title & Code

Number of students

STUDENT NOTIFICATION

Full Name of Student
Applicant

Postal Address

Telephone

Email
Address

Full Name of Supervisor(s)

Paper Title & Code

Telephone

Email
Address

3. Type of Project (mark one only)

Staff Research:		Student Research:		If other, please specify:
Research training		Final Project		
(Class assignment)		Paper Required Research		

4. Describe the process that has been used to discuss and analyse the ethical issues present in this project. (Please refer to the IPU New Zealand Minimal Risk Guidelines provided with this sheet.)

5. Summary of Project

Please outline the following (in no more than 200 words):

1. The purpose of the research, and
2. The methods you will use.

(Note: ALL the information provided in the notification is potentially available if a request is made under the Official Information Act. In the event that a request is made, the Institute, in the first instance, would endeavour to satisfy that request by providing this summary. Please ensure that the language used is comprehensible to all)

Please submit this Minimal Risk Notification (with the completed Screening Questionnaire) to:

The IPU New Zealand Research and Development Committee

SECTION B: DECLARATION *(Complete appropriate box)*

STAFF NOTIFICATION

Declaration for Staff Applicant

I have read the IPU New Zealand Ethical Research Principles. I understand my obligations and the rights of the participants. I agree to undertake the research as set out in the Ethical Research Principles. My Dean knows that I am undertaking this project. The information contained in this notification is to the very best of my knowledge accurate and not misleading.

Staff Applicant's
Signature

Date:

STUDENT NOTIFICATION

Declaration for Student Applicant

I have read the IPU New Zealand Ethical Research Principles and discussed the ethical analysis with my Supervisor. I understand my obligations and the rights of the participants. I agree to undertake the research as set out in the Ethical Research Principles. The information contained in this notification is to the very best of my knowledge accurate and not misleading.

Student Applicant's
Signature

Date:

Declaration for Supervisor/paper or course controller/teacher

I have assisted the student in the ethical analysis of this project. As supervisor of this research I will ensure that the research is carried out according to the Ethical Research Principles.

Supervisor/paper or
course controller/
teacher's Signature

Date:

Print Name

Office Use Only	Date Received	
	Application number	

APPENDIX 5

HUMAN ETHICS FULL APPLICATION

For submission to the Research and Development Committee

SECTION A: GENERAL INFORMATION

A.1 - Project Title:		
A.2 - Nature of Project (Tick one):	Staff Research	
	Student Research	
A.3 - Name of Principal Applicant:		
A.4 - Email Address:		
A.5 - Phone and extension number (if any):		
A.6 - Student ID Number (Student Research):		
A.7 - Name of Degree and Department (Student Research):		
A.8 - Name of Supervisor(s) (Student Research):		
A.9 - Summary of Project (No more than 200 words):		

A.10 - Are there any other codes of ethics, besides IPU New Zealand, that need to be adhered to? If "YES," please provide details here:	YES	NO

SECTION B: DETAILS OF PROJECT

B.1 - Objectives of Project:
B.2 - Significance of Project (Is there a research gap? What will your project contribute to the knowledge in this area):
B.3 - Characteristics of Participants (Who? E.g. sports team, language students, supermarket consumers, business managers, general public etc. How many? Estimate numbers. What age group? Where are they? E.g. IPU New Zealand, IPU, high school, a grid of streets, a particular business and so on. Give specific details):
B.4 - Method of Recruitment (How are you planning to approach possible participants? E.g. by email, letter, or phone, perhaps you will arrange to give a talk somewhere. Maybe you need to gain permission to approach a particular group first. Provide as many details as possible):

B.5 - Method of Data Collection (Will you distribute and collect a questionnaire or survey? When? How? E.g. in person, via email, online, by post? Will you send out reminders? When? How? Are you planning to interview or observe participants? When? Where? How? How long do you estimate it will take?):
B.6 - Relevant Previous Research by Applicant(s):
B.7 - Peer Review (e.g., proposed mentor(s))
B.8 - Research Output (e.g., thesis, conference presentation, journal article):

B.9 - Timeline:	
(e.g.) June - August	Data Collection
September	First Draft
October	Presentation at the XYZ Conference

SECTION C: FUNDING AND RESOURCES

C.1 - Outside funding applied and/or outside funding received:	
C.2 - Resources Requested (Staff Research):	
C.3 - Time (e.g., research leave. Indicate estimated hours or days.):	
C.4 - Money (e.g., purchasing cassette tapes, photocopying. Indicate estimated prices.):	

SECTION D: INFORMATION AND CONSENT

<p>D.1 - By whom and how, will information about the research be given to participants? (Attach a copy of the Information Sheet or other relevant materials to the application form.)</p>		
<p>D.2 – How will consent to participate be obtained?</p>		
<p>Participation is anonymous, an information sheet is supplied and consent is considered to be given by participating:</p>	YES	NO
<p>Participation is not anonymous, but it is confidential. An information sheet is supplied and consent is considered to be given by participating:</p>	YES	NO
<p>Participation is not anonymous, but it is confidential. An information sheet is supplied and signed consent obtained: (Attach a copy of the Consent Form to the application form.)</p>	YES	NO
<p>Participation is not anonymous or confidential. An information sheet is supplied and signed consent obtained (Attach a copy of the Consent Form to the application form.)</p>	YES	NO
<p>If you answered “NO” to all of the above, please advise how consent of participants will be obtained:</p>		

<p>D.3 - Will participants include persons under the age of 17?</p> <p>If "NO" please continue from question D.6. If "YES", please complete D.4 & D.5:</p>	<p>YES</p>	<p>NO</p>
<p>D.4 - Indicate the age group and competency for giving consent.</p>		
<p>D.5 - Indicate if the researcher will be obtaining the consent of parent(s)/ caregivers(s):</p> <p>(If "YES", please attach a copy of the Consent Form to the application form.)</p>	<p>YES</p>	<p>NO</p>
<p>D.6 - Will participants include persons whose capacity to give informed consent may be compromised?</p> <p>If "YES", describe the consent process you will use:</p>	<p>YES</p>	<p>NO</p>
<p>D.7 - Will participants be proficient in English?</p> <p>If "NO", all documentation for participants (Information Sheet, Consent Form, written questionnaire, etc) must be translated into the participants' first language</p> <p>(Attach copies of the translated Information Sheet, Consent Form, and other documents to the application form.)</p>	<p>YES</p>	<p>NO</p>

D.8 - Does the research project involve any form of deception?	YES	NO
<p>If "YES", justify its use and explain all debriefing procedures</p> <p>(Debriefing: Where participants have not been informed fully of the nature and purpose of the research, or where in the course of the project some degree of deception is involved, the researcher must provide participants with an explanation of the research goals and procedures when the procedure is completed.)</p>		

SECTION E: PRIVACY AND CONFIDENTIALITY ISSUES

<p>E.1 - Will participants be recorded by any means (such as audio, video, or still images)?</p> <p>(If "YES", explain in the Information Sheet and the Consent Form. An option for the person to check recorded interviews/transcripts for veracity must be included.)</p>	<p>YES</p>	<p>NO</p>
<p>E.2 - Will you use the names of participants in any publication or report about the research?</p> <p>(If "YES", inform the participants in the Information Sheet, and include this as part of the consent obtained in the Consent Form.)</p>	<p>YES</p>	<p>NO</p>
<p>E.3 - If you don't use their names, is there any possibility that individuals or groups could be identified in the final publication or report?</p> <p>(If "YES", explain and describe in the Information Sheet.)</p>	<p>YES</p>	<p>NO</p>
<p>E.4 - Outline your storage and security procedures to guard collected data, including audio, videotapes and electronic data, against unauthorised access while you are undertaking research.</p>		
<p>E.5 - Outline your storage and security procedures for the Consent Forms while you are undertaking research.</p> <p>(Note that the Consent Forms should be stored separately from data).</p>		

SECTION F: RISKS AND BENEFITS

F.1 - What are the possible benefits to participants of taking part in the research?
F.2 - What are the possible risks to participants of taking part in the research? (Make sure that you have clearly identified or explained these risks in the Information Sheet.)

SECTION G: CHECK LIST

G.1 - Please check the following items before sending the completed form to the Committee. If the original item is written in a language other than English, you are required to submit the English translation of the item. Check YES or NA (Not Applicable), where appropriate:		
Checklist	YES	NA
A copy of each information sheet is attached.		
English translation of the information sheet(s) is attached.		
A copy of each consent form is attached.		
English translation of the consent form(s) is attached.		
A copy of the required debriefing sheet is attached.		
English translation of the debriefing sheet is attached.		
A copy of any questionnaire is attached.		
English translation of the questionnaire(s) is attached.		
A list of interview topics and, for a structured interview, a reasonably detailed list of questions is attached.		
English translation of the interview topics and questions is attached.		
Supervisor has checked my Human Ethics application (student research)		
<i>As the researcher's supervisor, I have thoroughly checked this application to ensure that it is complete and discussed all potential ethical issues with the researcher. I have assisted the researcher in providing sufficient information to make this application as clear as possible.</i>		
Supervisor Signature (student research):		
Signature:	Date:	

With regards to this research, I declare that I will take full responsibility for:	
<ol style="list-style-type: none"> 1. Student – Providing all research data to my Course Controller on completion of my project/thesis. 2. Staff - Providing all research data to the chair of Research and Development Committee on completion of my research. 	
Research data will be stored securely on IPU New Zealand campus for 2 years then destroyed in a secure and confidential manner.	
Researcher Signature:	Date:



Ethical Research Principles

1. Sensitive access
Participants should be contacted in a way which respects their privacy.
2. Informed consent
Participants should receive an explanation sheet and sign a consent form, both of which should be translated wherever necessary.
3. Free consent
Participants must be able to withdraw at any time. Efforts should be made to make this clear, particularly where there is a dependent relationship, e.g. teacher-student.
4. Confidentiality and anonymity
Data should be collected anonymously and care taken to ensure the confidentiality of the information, particularly that which might cause participants to be identified.
5. Prevention of harm
No procedures should be carried out which will harm participants.
6. Truthfulness
Researchers should avoid any deception in the collection of data.
7. Reciprocity
Participants should be provided with appropriate recognition in return for their time and information.
8. Feedback
Participants should be able to receive summaries of research findings on request.
9. Sensitive use of information
Results should be written up in a sensitive manner.
10. Avoidance of conflict of interest
These might arise through sources of funding, or relationship to the participants.
11. Social sensitivity
Researchers should be sensitive to the background (e.g. gender, ethnicity, age) of the participants in their interactions, data gathering and reporting of results in order to avoid causing offence.
12. Other issues
Any other issues which the particular project might highlight.

APPENDIX 6

PROPOSAL FOR CONFERENCE PRESENTATION

(Please use the headings below)

Name:

Date of submission:

Title:
Name of Conference:
Venue:
Date:

Objectives:

History of proposed project:

Resources requested:
Time (conference leave):
Money (itemized expenses):
Total requested: \$

Compliance with ethics guidelines (if applicable):

Timeline: how will conference leave fit in with teaching schedule?

Outputs:
<input checked="" type="checkbox"/> Academic Publication
<input type="checkbox"/> Presentation of paper, poster, workshop, other _____ (circle)
<input type="checkbox"/> Publication in conference proceedings
<input type="checkbox"/> Pre-conference presentation to Research Forum
<input checked="" type="checkbox"/> Conference report for IPU New Zealand (written, to Research Forum or to Staff Meeting)

How does this proposed conference enhance:
a) Your professional development:
b) Your teaching or the teaching of others:
c) The academic reputation of the Institute:
d) Interdisciplinarity:
e) Cross-cultural awareness:
f) Other _____

APPENDIX 7

Conference Report

Name:

Name of Conference attended including dates and venue:

Paper Title:

Today's date:

Please use the headings below

1. Presentation date:

2. Objectives achieved:

3. Any challenges/problems encountered:

4. Date for submission for publication (including details of possible publisher):

5. Outputs:

Academic Publication

Presentation of paper, poster, workshop, other _____ (circle)

Publication in conference proceedings

Pre-conference presentation to Research Forum

Conference report for IPU New Zealand (written, to Research Forum or to Staff Meeting)

6. How has this conference enhanced:

a) Your professional development:

b) Your teaching or the teaching of others:

c) The academic reputation of the Institute:

d) Interdisciplinarity:

e) Intercultural awareness:

7. Other relevant information:

8. Please attach the electronic copy of the presentation to this report.

Conference Attendance Report

Name:

Name of Conference attended including dates and venue:

Today's date:

Please use the headings below

1. Objectives achieved:

2. How has this conference enhanced:

a) Your professional development:

b) Your teaching or the teaching of others:

c) Intercultural awareness:

3. Other relevant information:

APPENDIX 8:

Procedure for attending a Conference

1. Staff members must obtain approval as follows:

a) For staff attending but not presenting (Professional Development Budget):

The staff member must complete the Requisition for Professional Development form and the Research Leave application form.

If the cost is less than \$500, the staff member should submit both forms to their Head of School for approval.

If the cost is greater than \$500 the application must be submitted to the Research and Development Committee. Should the Research Committee recommend the application, the applicant will submit a Ringi.

b) For non-academic staff attending but not presenting (Professional Development Budget):

The staff member must complete the Requisition for Professional Development form and submit to their Manager.

If the cost is less than \$500, the Manager may approve both Requisition and Leave application.

If the cost is more than \$500, the application must be submitted to the Research and Development Committee. Should the Research Committee recommend the application, the applicant will submit a Ringi.

•

c) For staff attending and presenting (Research Budget):

The staff member must submit the Proposal for Conference Presentation [Appendix 6] to the Research and Development Committee.

If the cost is less than \$500, should the Research and Development Committee recommend, the proposal will be submitted to the Head of School to sign.

If the cost is more than \$500, the Research and Development Committee may send a recommendation to the Academic Board for discussion. Should the Academic Board pass the proposal, they will notify the staff member who will submit a Ringi.

The staff member must also apply for Leave regardless of cost.

Following the conference, the staff member should submit a Conference report [Appendix 7 if presenting; Appendix 7a if attending without presenting]

NOTE: As proposals requesting over \$500 require a Ringi as well as the Research and Development Committee and Academic Board recommendations, proposals should be submitted as early as possible.

APPENDIX 9

Guidelines for Presenting at Overseas International Conferences

All applications to attend and present at an International* Conference will be carefully reviewed on their merits on a case-by-case basis. However, the following guidelines will be the criteria used by the IPU New Zealand Research and Development Committee to help make the final recommendation to the Board of Trustees.

The applicant should be active, successful (and influential) in research or their professional teaching career with a high quality background in research and/or teaching. The planned conference experience should clearly link with IPU New Zealand goals and the applicant's responsibilities.

The Research and Development Committee recognises that applicants will bring different levels of career and research experience to their applications.

The applicant needs to have been a full-time IPU New Zealand staff member for 1 year.

The applicant must be presenting a paper at the conference.

Evidence of the applicant's abstract being accepted by the International Conference Committee must be provided.

The conference must be appropriate and applicable to the applicant's teaching and/or research.

The conference would need to have high potential networking advantages for the Institute and possible recruitment opportunities.

IPU New Zealand would grant conference leave for the time required to attend the conference, (including air travel time).

A detailed report within four weeks of return will be provided to the relevant Head of School and the Research and Development Committee, including implications for the applicant's work and for IPU New Zealand.

A significant outcome from presenting at an International Conference will be required within a reasonable timeframe, eg., published article in a professional journal, book, invitation to be a keynote speaker, etc.

If the above outcomes are not met, the Institute has the right to request a refund.

Consideration would only be given for attending one international conference in a two-year period.

There will be no restrictions on how many times a person applies but the decision will be at the discretion of the Research Committee.

Funds for attending conferences both within New Zealand and overseas are capped at \$2500 per conference. (This amount is for everything, no extra claim for per diems, airport shuttles, etc., will be accepted.)

To give transparency the research secretary will circulate a report every six months of who has been given funds and the balance.

*International in this context means beyond Australasia

APPENDIX 10

PAYMENT PLAN APPLICATION FORM

1. Student's details

First name/s	<input type="text"/>	Last name	<input type="text"/>
Student ID	<input type="text"/>	Address	<input type="text"/>
Nationality	<input type="text"/>		
Phone	<input type="text"/>	Email	<input type="text"/>

2. Proposed Payment Plan

I wish to pay: (Enter the amount you would like to pay)	\$	
Every: (Circle as appropriate)	Week	Month
First payment to be made on: (Enter the date you would like to make the first payment)		

3. Student's Declaration

I agree that any failure to abide by the above instalment plan, that a debt collection agency will commence collection of any outstanding fees. Any costs incurred will be charged to myself.

Signature: _____ Date: _____

Please return completed application form to:

Postal
IPU New Zealand
Private Bag 11021
Manawatu Mail Centre
Palmerston North

Email
finance@ipu.ac.nz

OFFICE USE ONLY				
DECISION	APPROVED		DECLINED	
Finance Manager	Signature	<input type="text"/>	Date	<input type="text"/>
Assistant BOT	Signature	<input type="text"/>	Date	<input type="text"/>

APPENDIX 11

Pastoral Care at IPU New Zealand

Co-ordination and Responsibilities updated April 2019. The Student Support Manager is responsible for Pastoral Care and reports to the Director of Services.

Section	Personnel Responsible	Key Tasks for each Section
Governance	<u>Chair of Board of Trustees</u>	<ul style="list-style-type: none"> • The level of all fees including Tuition, the Administration fee, and the Accommodation Fee • Institute Marketing and promotional material • Maintaining and filing relevant documentation
Finance	<u>Financial Controller</u>	<ul style="list-style-type: none"> • Withdrawal of students from the Institute and fee refunds
Recruitment	<u>Recruitment and Marketing Staff</u> <u>Members</u> <u>PR Staff</u>	<ul style="list-style-type: none"> • Provision of accurate and up to date information to prospective international students. • Liaising with contracted agents
Career Support	<u>Student Support Manager</u> <u>Careers Staff</u> <u>Internship Coordinator</u>	<ul style="list-style-type: none"> • Individual Career Development and employability skills training • Engaging with local community and industry to maintain pathways for our graduates
Academic Registry	<u>Academic Registry Manager</u>	<ul style="list-style-type: none"> • Admissions and Enrolment • Sending pre-orientation information • Visa applications • Registering insurance • Liaising with government departments
Student Support	<u>Student Support Manager</u>	<ul style="list-style-type: none"> • Provision and assessment of Accommodation including homestay • Monitoring attendance (ensuring welfare) • Internal grievance procedures • Advising students of the existence of the New Zealand Qualifications Authority (NZQA) and the Dispute Resolution Service (DRS) and the grievance procedures • Organising the orientation programme • Assistance to students facing difficulties • Referrals to Health professionals • Caring for students with additional needs and identifying these students • Advising students of where to find information • Provision of Health Clinic and Counselling services • Advising and counselling students • Providing referral to external specialists • Monitoring student well-being • Maintaining confidentiality and discretion • Assisting to identify and resolve student issues

Security	<u>Student Support Manager</u>	<ul style="list-style-type: none"> • Maintain the security of the Institute • Provide advice to students in relation to NZ Law and act or represent them when and as required • Provide the first point of contact for issues that arise • Liaise with the Security Contractors to ensure the provision is appropriate and effective.
Residential Services	<u>Student Support Manager</u>	<ul style="list-style-type: none"> • Accommodation allocation • Accommodation meets students needs, including hygiene • Under eighteen residential care • Ensure any issues in the halls are remedied in a timely manner • Determine and monitor homestay suitability
Academic Staff	<u>Heads of School</u>	<ul style="list-style-type: none"> • Enrolment and academic guidance • Assessment of prospective international students • Counselling and personal guidance • Attendance follow-up

APPENDIX 12

**IPU: Self-Evaluation/KRA Report
Log of Teaching Practice**

To be signed after first interview

Lecturer's Name:		
Lecturer's Signature:		Date:
Job Title:		
Subject Area:		
Has taught for years.		
Has worked at IPU New Zealand for years.		

Head of School's Name:		
Head of School's Signature:		Date:

INTRODUCTION

1. Background

An effective staff evaluation system is very important both to academic staff members as individuals and to IPU with its responsibilities as a “good” employer. The ultimate aim of this approach is to result in an IPU staff that demonstrates *sustained high quality performance*.

There is a difference in requirements for two groups of IPU’s academic staff. The main task of ELS and Diploma staff is teaching whereas Degree staff are encouraged to be active in undertaking and completing research. All staff, however, should at least have an interest in research as it relates to their work. The proposed system allows for a degree of flexibility within each staff member’s work.

2. The Needs of Staff and the Institution

The IPU goal is to attract and retain effective academic staff members who are challenged, proud of their work and able to see a good future for themselves at IPU. We need to provide opportunities and experiences for them to develop as teachers and researchers. We need to retain effective staff rather than having people remain for only a few years. However, equally important is that staff must be accountable for their performance in order that the Board of Trustees is assured that its confidence and investment in staff is warranted and that work performance aligns with the institution’s mission, goals and needs. An evaluation system must be rigorous in its demands but clear in its criteria.

This staff evaluation system also incorporates two important concepts:

- The use of qualitative and quantitative data, used in a complimentary way to assess performance and
- The dual purposes of assessing performance in a summative fashion while being equally useful in a formative fashion that enables the evaluation to help in making decisions about further development.

3. The KRA system

We have a Key Results Area (KRA) System that is formative in intent with staff being required to plan, in conjunction with their Head of School, goals that are specific, measurable, achievable, relevant and time lined. The process involves self-evaluation and self-reflection. The new KRA system has these features:

- Staff are required to set realistic goals that Head of School can assess in terms of achievement.
- There is a requirement for staff to reflect honestly on their teaching throughout the year (without simply ticking boxes or adding brief comments).
- Heads of School are required to provide focused written comment on each KRA.
- Robust observation of teaching is required.
- Although emphasising teaching and student learning, the document also includes student support/pastoral care, research/professional development, international perspective and various kinds of service within IPU and externally.

4. Expectation of Performance

In fulfilling one’s contracting, people agree to perform at their best in terms of commitment, effort and quality. **Sustained high quality performance** requires a person’s consistently “best” performance, beyond being simply “satisfactory” or “average” in doing one’s job. The responsibility rests largely with the staff member to demonstrate what has been achieved in doing their job.

CRITERIA FOR THE FIVE KEY EVALUATIVE AREAS FOR FACULTY MEMBERS' KRA REPORT:

1. **Facilitating Teaching and Learning..... as demonstrated by:**
 - A sound and clear philosophy of teaching and learning
 - Effective self-evaluation and reflection as a basis for continuously improving teaching
 - Effective knowledge and skills for classroom management, planning, communication and teaching
 - Suitable assessment techniques that use qualitative and quantitative data to demonstrate learning
 - Innovative and sound teaching strategies that engage and motivate students while being aligned with IPC's goals and curriculum
 - Recognition as an effective teacher by colleagues and students

2. **Providing Student Support/Pastoral Care..... as demonstrated by:**
 - Being available and approachable for students
 - Effectively working with relevant staff to assist students
 - Actively identifying and reporting issues and sharing information appropriately
 - Participating in activities outside the classroom
 - Demonstrating care and respect for students by maintaining positive interactions

3. **Participating in Research/Professional Development..... as demonstrated by:**
 - Actively undertaking and completing research/professional development activities
 - Participating in and/or support of presentations, workshops, conferences, invitations, etc.
 - Actively seeking to improve qualifications and/or remain current in thinking and practice
 - Producing research outputs and/or participating in professional development activities appropriate to stage of academic development
 - Supervising staff and/or student research projects effectively

4. **Demonstrating International Perspectives and Influence..... as demonstrated by:**
 - Understanding that IPU's commitment and students' aspirations embrace a globalised world while simultaneously ensuring active promotion of the principles of the Treaty of Waitangi as a crucial aspect of New Zealand society
 - Being aware of individual/cultural backgrounds/needs and key issues/events in their countries
 - Being empathetic and sensitive in all dealings
 - Ensuring that appropriate intercultural values, knowledge and skills underpin one's work

5. **Giving Service within IPU and Externally, as is appropriate..... as demonstrated by:**
 - Administrative responsibilities being consistently and effectively completed
 - Other internal activities: eg committee memberships, programme coordination, policy development, representation and leadership, involvement in IPU events; being approachable/available to give colleagues sound guidance and care where appropriate
 - External activities that link with IPU New Zealand goals and mission: e.g. organising conferences, holding office, receiving awards, service in community organisations
 - Being available to colleagues and providing sound guidance and care where appropriate.

IPU: Self-Evaluation/KRA Report
(for the 2019 academic year)

Key Evaluative Areas			
1. Facilitating Teaching and Learning			
Section 1: Key Result Areas/Goals <i>To be completed at the start of the academic year</i> (Comment on each evaluative area with reference to the criteria attached)			Weighting Range: 50-60%
Section 2: Action plans to achieve your goals <i>To be completed at the start of the academic year</i>			
Section 3: Reflection on Results <i>To be completed at the end of the academic year</i>		<i>Self Evaluation 1-5</i>	<i>Agreed Evaluation with Manager 1-5</i>

Key Evaluative Areas			
2. Providing Student Support / Pastoral Care			
Section 1: Key Result Areas/Goals <i>To be completed at the start of the academic year (Comment on each evaluative area with reference to the criteria attached)</i>			Weighting Range: 20%
Section 2: Action plans to achieve your goals <i>To be completed at the start of the academic year</i>			
Section 3: Reflection on Results <i>To be completed at the end of the academic year</i>		<i>Self Evaluation 1-5</i>	<i>Agreed Evaluation with Manager 1-5</i>

Key Evaluative Areas			
3. Participating in Research / Professional Development			
Section 1: Key Result Areas/Goals <i>To be completed at the start of the academic year (Comment on each evaluative area with reference to the criteria attached)</i>			Weighting Range: 10-20%
Section 2: Action plans to achieve your goals <i>To be completed at the start of the academic year</i>			
Section 3: Reflection on Results <i>To be completed at the end of the academic year</i>		<i>Self Evaluation 1-5</i>	<i>Agreed Evaluation with Manager 1-5</i>

Key Evaluative Areas			
4. Demonstrating International Perspectives and Influence			
Section 1: Key Result Areas/Goals <i>To be completed at the start of the academic year (Comment on each evaluative area with reference to the criteria attached)</i>			Weighting Range: 5-10%
Section 2: Action plans to achieve your goals <i>To be completed at the start of the academic year</i>			
Section 3: Reflection on Results <i>To be completed at the end of the academic year</i>		<i>Self Evaluation 1-5</i>	<i>Agreed Evaluation with Manager 1-5</i>

Key Evaluative Areas			
5. Giving Service within IPU and externally			
Section 1: Key Result Areas/Goals <i>To be completed at the start of the academic year (Comment on each evaluative area with reference to the criteria attached)</i>			Weighting Range: 5-10%
Section 2: Action plans to achieve your goals <i>To be completed at the start of the academic year</i>			
Section 3: Reflection on Results <i>To be completed at the end of the academic year</i>		<i>Self Evaluation 1-5</i>	<i>Agreed Evaluation with Manager 1-5</i>

ELS questions

Structure and curriculum

5 The textbook(s), materials and/or handouts helped me.	6 The use of whiteboard, computer and/or projector helped me.	7 I understood the learning goal of each lesson.
--	--	---

Teacher and teaching

8 The teacher spoke clearly.	9 The teacher gave me time to ask questions and give opinions.	10 The teacher answered all my questions well.	11 The teacher taught at the right speed and explained things clearly.	12 The teacher made me want to learn.	13 The teacher showed energy in the class.	14 I learnt a lot in this class.	15 The teacher handled discipline well in this class.
-------------------------------------	---	---	---	--	---	---	--

Student Satisfaction

18 Overall, I am happy with this teacher.	19 Overall, I am happy with this class.
--	--

All other programmes

Structure and Curriculum

4 The textbook(s), materials and/or handouts helped me.	5 The use of whiteboard, computer and/or projector helped me.	6 I understood the learning goal of each lesson.	7 The contents of this class matched the paper outline.
---	---	--	---

Teacher and Teaching

8 The lecturer spoke clearly	9 The lecturer gave me opportunities to ask questions and give opinions.	10 The lecturer answered all my questions clearly.	11 The lecturer taught at an appropriate speed for me.	12 The lecturer encouraged me to participate in class.	13 The lecturer was enthusiastic about teaching this paper.	14 I gained useful knowledge and skills in this paper.	15 The lecturer managed students' behaviour and interactions well in the class.	16 This paper was taught clearly enough to understand.	17 The lecturer and I use computer technology and electronic devices in this paper.
------------------------------	--	--	--	--	---	--	---	--	---

Student Satisfaction

21 Overall, I am satisfied with this lecturer.	22 Overall, I am satisfied with this paper.
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Student Evaluation of Performance

SEMESTER 1	Paper Code	# of Students in class	End of Semester Student Evaluation															Average	Staff Comment	
	Question #																			

SEMESTER 2	Paper Code	# of Students in class	End of Semester Student Evaluation															Average	Staff Comment	
	Question #																			

SUMMER TERM	Paper Code	# of Students in class	End of Semester Student Evaluation															Average	Staff Comment		
	Question #																				

Self-Reflection on Pastoral Care Code Practice

27	OUTCOME 7	Student support, advice, and services		
		Signatories must ensure that international students are fully informed about relevant advice and services to support their educational outcomes.		
SUMMARY OF CONSIDERATIONS (General statement after reflection)				
EVALUATION OF EFFECTIVENESS (Please circle one)		Very effective	Effective	Ineffective
NEXT STEPS (Please identify a point for improvement)				
28	PROCESS	ANSWER		EVIDENCE
	As an IPU New Zealand teacher, I:	I know this because:		I can support my answers with the following evidence:
(a)	Ensure that information and advice provided by IPU New Zealand to (international) students is accurate, age-appropriate, and up to date;			
(b)	Provide our (international) students with information about their legal rights and obligations and, where possible, the possible			

	risks when students receive or accept advice or services;		
(c)	Provide our (international) students with information and advice on—		
	(i) how to effectively interact with persons from different cultural backgrounds;		
	(ii) the cultural and community support available to them;		
(d)	Ensure that our (international) students are provided with information and advice on pathways for further study or career development, where appropriate;		
(e)	Ensure that, where applicable, our (international) students have access to information and advice on—		
	(i) minimum wages and labour conditions in New Zealand; and/or		
	(ii) maximum hours of work permitted under visa conditions.		

Head of School's Focused Written Comments

Appendix 13: Harassment - Examples

Sexual Harassment

Sexual harassment involves single or multiple acts of direct or indirect sexual or sex-oriented attention or behaviour, being offensive, unacceptable and unwelcomed to the recipient, including the following examples:

- Repeatedly asking another person out, after distinct refusals;
- Communicating sexual comments by e-mail, letter, text, telephone;
- Displaying graffiti, pictures or posters reasonably likely to offend;
- Embracing, kissing, patting or touching against that person's will;
- Exposing one's genitals/private parts indecently and/or obscenely;
- Making offensive noises or sounds likely to embarrass or upset;
- Making obscene body or hand gestures, with intent to offend;
- Peeping and peering with intent to embarrass or view naked persons;
- Requesting sexual favours in exchange for preferential treatment;
- Stalking (following) person with sexual desire;
- Staring knowingly at a person or certain parts of their body;
- Teasing by referring to a person's sexual activities or behaviour;
- Telling obscene or rude jokes likely to embarrass or offend a person;
- Using authority or physical strength to place other person in a sexually threatening position.

Racial Harassment

Racial harassment involves uninvited behaviour that humiliates, intimidates and/or offends another person because of their race, colour, ethnicity, or national origin. Such act/s can be physical and/or verbal, written or visually displayed. They include:

- Calling people by racist names or terms;
- Mimicking the way people speak;
- Making jokes or offensive remarks about a person's race, colour or ethnicity;
- Deliberately pronouncing people's names incorrectly;
- Repeated indirect racist comments to peers or colleagues;
- Physical assault accompanied by racist comments (a crime that should be reported to the police)

Other Harassment

Harassment that is not sexual or racist, directly or indirectly initiated, verbally or by some other means being offensive, unreasonable and unwelcomed include:

- Allocating on-going demeaning or humiliating work tasks;
- Belittling work opinions or suggestions;
- Blaming unfairly for work delays or mistakes;
- Bullying, either physically or verbally, with intent to degrade, demean and/or intimidate;
- Denying or making light of abuse or bullying;
- Excluding a person repeatedly from normal conversation, activities and networks at work;
- Insulting, being sarcastic or teasing a colleague or student;

Using abusive or offensive language, privately or publicly;
Misusing a position of power as supervisor or trainer over subordinates for whatever motive or reason;
Organizing practical jokes to embarrass or humiliate;
Demanding and unreasonable allocation of workload to an employee with malicious intent;
Deliberately setting impossible deadlines or expectations;
Spreading rumours to gain positional advantages;
Using aggressive body language, by supervisor on junior employee or student or vice versa.

Appendix 14: Budget Codes:

Account Code	Account name
200	Advertising & Promotional
201	Digital marketing
220	Audit Fees
240	Bank Fees
250	Cleaning & Laundry
260	Communications, Postage & Freight
270	Stationery & Printing Expenses
280	Conferences
285	CSSF (Compulsory Student Services Fees - domestic st)
290	Depreciation
300	Food Expenses
320	Gifts & Hospitality
325	Health & Safety
330	Homestay
340	Insurance
360	Lease Equipment (incl. Photocopier)
370	Legal Fees
380	Library Books, Resources & Databases
390	Professional, Consultancy & Contractor Fees
400	Professional Development & Training
410	Rates & Taxes
420	Rent of Premises
430	Repairs & Maintenance
435	Equipment & Supplies
450	Staff Recruitment
460	Student Activities & Field Trips
461	IPU-JP Collaboration activities
465	Student Orientation Expenses
470	Student Recruitment - Agent Fees
480	Student Recruitment - Open Campus
490	Student Recruitment - Visiting Groups
500	Subscriptions, Memberships & Licences
510	Teaching Materials & Supplies
511	TOEIC exam expenses
520	Travel, Accommodation & Vehicle Expenses - NATIONAL
521	Travel & Accommodation - INTERNATIONAL
530	Utilities

Department code	Department name
011	School of Language Studies
061	School of Global Studies
071	Academic Learning Centre
080	Library
130	Research & PD
170	Homestay
200	Rec Centre
220	Student Support
230	Health Clinic
320	Commencement
330	Graduation
340	ISF
510	On Campus Operations
520	Tiritea
540	Halls on Campus
560	Grounds
570	Swan House
600	Dining Hall
700	Administration
770	IT
800	Recruitment
820	Public Relations
900	Board of Trustees
950	Japan Office

Appendix 15: Budget Sample

Profit & Loss					
Soshi Gakuen New Zealand					
"Department name"					
April 2018 to March 2019					
Operating Expenses	Actual	2018 Budget	Var NZD	Var %	2019 Budget proposal
Advertising & Promotional					
Audit Fees					
Bank Fees					
Cleaning & Laundry					
Communications, Postage & Freight					
Computer, Printing & Stationery Expenses					
Conferences					
Depreciation					
Food Expenses					
Gifts & Hospitality					
Health & Safety					
Homestay					
Insurance					
Lease Equipment (incl. Photocopier)					
Legal Fees					
Library Books, Resources & Databases					
Professional, Consultancy & Contractor Fees					
Professional Development & Training					
Rates & Taxes					
Rent of Premises					
Repairs & Maintenance					
Equipment & Supplies					
Salaries & Wages					
Staff Recruitment					
Student Activities & Field Trips					
Student Orientation Expenses					
Student Recruitment - Agent Fees					
Student Recruitment - Open Campus					
Student Recruitment - Visiting Groups					
Subscriptions, Memberships & Licences					
Teaching Materials & Supplies					
TOEIC exam expenses					
Travel, Accommodation & Vehicle Expenses - NATIONAL					
Travel & Accommodation - INTERNATIONAL					
Utilities					
Total Operating Expenses	\$0.00	\$0.00	\$0.00		\$0.00

Appendix 16: Laptop User Agreement

IPU New Zealand Laptop User Agreement



Each academic staff member will be allocated a laptop to be used during the period of their employment at IPU New Zealand. The laptop remains the property of IPU New Zealand, and is to be used for work purposes at IPU New Zealand according to Policy Handbook 8.6 Policy on the use of Computers (attached)

Under this agreement IPU New Zealand staff members will:

1. Take reasonable care when operating and transporting the laptop to ensure it is not lost, stolen or damaged
2. Not allow other people to use the laptop
3. Be responsible for backing up all files/data on the laptop to Google Drive

Name: _____ Date: _____

Signed: _____

I have read Policy 8.6 Policy on the use of Computers and agree to operate the laptop in accordance with this policy.

Name: _____ Date: _____

Signed: _____

Under this agreement IPU New Zealand will:

1. Set up the laptop so that all necessary software is available to the staff member to ensure they can complete required tasks
2. Ensure the software on the laptop is kept up-to-date
3. Provide training for staff members regarding how to use the laptop and software installed in it

I wish to use the laptop off campus for the following reasons, and I agree to abide by the rules set out above:

Reasons: _____

Signed: _____ Dean's Approval: _____

Date: _____

Appendix 17: IPU Fleet Vehicle Safety Responsibilities Checklists

Responsibilities of Physical Resources Maintenance Team	Responsibilities of individual drivers
<p>Weekly checks (can be deferred for one week if vehicle is unavailable):</p> <ol style="list-style-type: none"> 1. Visual check around vehicle for signs of damage (body, doors, windscreen) 2. Visual check of tyres - pressure, tread, signs of damage 3. Indicators/hazard lights working 4. Headlights working 5. Brake lights working 6. Windscreen washer reservoir (top up if necessary) 7. Windscreen wipers - functioning & blades OK 8. WoF, Registration and RUC mileage <p>If any problems are found, they should be fixed as soon as possible.</p> <p>If the problem(s) cannot be fixed immediately, Reception should be advised that the vehicle is not to be used until maintenance is complete.</p> <p>Maintenance staff will record weekly checks and all maintenance done on vehicles.</p>	<p>Before driving:</p> <ol style="list-style-type: none"> 1. Ensure management approval of Vehicle Requisition. 2. Review RAMS & take action to reduce risks. 3. Visual check around vehicle for any obvious damage or unsafe features. 4. Check first aid kit & sick bag are present. If either are missing, obtain a replacement from Reception. 5. Do up your seat belt, and remind all passengers to fasten their seat belts. 6. If the vehicle is unsafe in any way - do not drive it. Report to maintenance and Reception. <p>While driving:</p> <ol style="list-style-type: none"> 1. Obey all NZ road code rules and laws at all times. 2. Do not use a mobile phone (or other device) to engage in a telephone conversation. Pull over and come to a complete stop before doing so. 3. If you notice any warning lights or other signs of problems with the vehicle, pull over, stop safely and call for assistance (see rear of Vehicle Requisition form). 4. If you are tired or ill, pull over and stop safely and rest until you can safely drive again. Call for help if needed. <p>On return:</p> <ol style="list-style-type: none"> 1. Report any damage or malfunction of the vehicle so that maintenance or repair can be done.

Appendix 18: – Register of Key Legislation

1. Introduction

For the purpose of reporting on compliance, the relevant legislation has been grouped according to the major functions of the Institute.

2. Obligations as a Provider of Educational Services

Statute	Oversight	Relevant Departments
Consumer Guarantee Act 1993	Financial Controller	Finance
Copyright Act 1994	Head Librarian	Library
Education Act 1989	Academic Registry Manager	Academic Registry
- Private Training Establishment Registration Rules 2018	Academic Registry Manager	Academic Registry
- Quality Assurance Rules 2016	Academic Registry Manager	Academic Registry
- Student Fee Protection Rules 2013	Academic Registry Manager	Academic Registry Finance Recruitment/Marketing
Fair Trading Act 1986	Financial Controller	Finance
Education (Pastoral Care of International Students) Code of Practice 2016	Contracts and Projects Administrator	Academic Registry Marketing Recruitment Student Support
Ministerial Direction for Compulsory Student Service Fees	Academic Registry Manager	Academic Registry Finance

3. Obligations as an Employer

Statute	Oversight	Relevant Departments
Accident Compensation Act 2001	Financial Controller	Health and Safety Human Resources
Employment Relations Act 2000	Director of Services (Academic and Corporate)	Human Resources
Health and Safety at Work Act (HSWA) 2015	Health and Safety Coordinator	All Staff
Holidays Act 2003	Financial Controller	Human Resources/Payroll
Human Rights Act 1993	Financial Controller	Human Resources
Income Tax Act 2007	Financial Controller	Human Resources/Payroll
KiwiSaver Act 2006	Financial Controller	Human Resources/Payroll
Minimum Wage Act 1983	Financial Controller	Human Resources/Payroll
Parental Leave and Employment Protection Act 1987	Financial Controller	Human Resources/Payroll
Privacy Act 1993	Privacy Officer (HR Manager/Academic Registry Manager)	All Staff
Protected Disclosure Act 2000	Director of Services (Academic and Corporate)	Human Resources
Wages Protection Act 1983	Financial Controller	Human Resources/Payroll

4. Obligations as an Occupier of Property

Statute	Oversight	Relevant Departments
Building Act 2004	Facilities Manager	Fixme Health and Safety
Hazardous Substances and New Organism Act 1996	Facilities Manager	Fixme Health and Safety
Property Law Act 2007	Facilities Manager	Fixme
Resource Management Act 1991	Facilities Manager	Fixme
Sale and Supply of Alcohol Act 2012	Facilities Manager	Fixme Health and Safety Recreation Centre Junior Common Room
Smoke Free Environment Act 1990	Facilities Manager	Fixme Health and Safety

5. Obligations as a Non-Profit Organisation

Statute	Oversight	Relevant Departments
Charities Act 2005	Financial Controller	Finance