



PROSPECTUS



Imperial College of New Zealand

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Cultural get-together



Imperial students at Auckland Zoo

WELCOME

Welcome to Imperial College of New Zealand (ICNZ), an educational institute specialising in vocational education and English programmes, located in the heart of Auckland City. We are committed to providing quality teaching, enabling students to advance their careers by attaining their educational goals.

Our teachers and administrative staff are highly qualified and have extensive experience in their respective fields. We are here to support our students throughout their studies and to ensure that they have an enjoyable and meaningful learning experience.

Our College Profile

At ICNZ, we understand the aspirations of our students and have focused our philosophy on imparting premium quality education. The College caters to the needs of students in the field of vocational education.

We are committed to providing a warm and caring educational environment and making our students top-notch leaders in their chosen professions.

We are confident that our students will have an enjoyable and enriching experience by choosing ICNZ as their pathway to success.



A group photo of graduates from New Zealand Diploma in Construction Level 6

Our Guiding Principles

Our Vision

To be recognised as a premier education provider in New Zealand.

Our Mission

The mission of the ICNZ is to provide outstanding educational programs and services that are responsive to our students and diverse communities. We make every decision to support the career and personal development of our learners. Our curriculum, teaching and services demonstrate that we value the diverse profiles of our learners.

We accomplish this mission by:

- Providing high quality teaching and instruction to promote fulfilment of knowledge transfer requirements and encourage academic acquisition in our surrounding communities.
- Providing skills education and student services programs to help students become successful learners.
- Establishing partnerships with stakeholders as well as other educational institutions to advance economic development.
- Improving the quality of life of our students and communities through broad-based research and scholarship programs.
- Preparing students with the skills to function effectively in the global economy of the 21st century.
- Anticipating and preparing to meet challenges by continually assessing and prioritizing programs, services, and community needs.
- Seeking the academic resources required for the effective delivery of academic curriculum.

Our Values

We believe in the following values that guide our work every day as we endeavour to realize our vision and achieve our mission.

- Student-Centred – We hold the current and future success of our students as our highest priority.
- Excellence – We are committed to outstanding services, academic programs and teaching.
- Respect – We uphold the highest ethical standards, and affirm and protect the rights, dignity, and integrity of each member of our diverse community.
- Inclusion – We cultivate a working and learning environment where diversity is recognized as essential to our success.
- Innovation – We anticipate and respond to emerging trends to meet the evolving needs of our local, national and global communities.

Courses

The college is approved and accredited by NZQA to deliver the following courses:

- New Zealand Diploma in Construction (Level 6) with strands in Construction Management and Quantity Surveying
- New Zealand Certificate in English Language (Academic) (Level 4)
- New Zealand Certificate in Study and Employment Pathway (Level 4) (Commerce)
- English for Beginners (Training Scheme) (level 1)
- English for Elementary Learners (Micro-credential) (level 1)
- English for Pre-intermediate Learners (Micro-credential) (level 2)
- English for Intermediate Learners (Micro-credential) (level 2)
- English for Upper Intermediate Learners (Micro-credential) (level 3)
- English for Advanced (Training Scheme) (level 4)

Our teachers are well-qualified and experienced. You will enjoy studying with our staff as you work towards your goals.

Our Campus

We are located in Auckland City. The campus is easily accessible by road and by public transport. The College is surrounded by a number of good eating places.



New Zealand Diploma in Construction (Level 6)

New Zealand Diploma in Construction (Level 6) aims to provide students with sufficient knowledge and skills in construction management or quantity surveying.

New Zealand Diploma in Construction

- **Level 6, 240 credits**
- **Duration: 80 weeks (including break)**
- **Teaching weeks: 64 weeks**
- **Strands:**
 - **Construction Management**
 - **Quantity Surveying**
- **Entry Requirement**
 - Age: Minimum 16 years
 - Academic: Minimum of 12 credits in Maths and Literacy in NCEA Level 1 (or High School level 1 or equivalent).
 - English Language requirement for international students: Overall IELTS (Academic) score of 6.0, with no band score less than 5.5, or meet other acceptable evidence of English language requirements for international students

On successfully completing the programme, learners will be able to:

- Engage and involve stakeholders particularly contractors within the project progress in accordance with contractual obligations and industry best practice.
- Apply relevant New Zealand legislative frameworks to building and construction work.
- Evaluate and select materials and finishes for building projects taking into consideration sustainability and the impact on the built environment.
- Select materials and finishes for a construction project taking into considerations aesthetic appeal and initial and ongoing costs, life cycle assessment considerations (such as material performance, availability and impact on the environment) and the ability to reuse, recycle or dispose of the material at the end of its life.
- Establish the foundations and substructure; the passive fire protection systems; the structure for a specific design, the envelope, and the interior for medium and large buildings.
- Prepare and administer construction contracts including preparing and evaluating tender submissions, valuing building works up to and including final account statements.
- Communicate with different stakeholders during a construction project in accordance with contractual obligations and industry best practice.

There are eight (8) core modules in the programme.

CODE	Core (Compulsory Modules)	Credits
6000	Construction Legislative and Regulatory Framework	15
6010	Building Components and Materials	20
6030	Sustainability & Construction Innovation	20
6040	Construction Management and Technology I	20
6050	Construction Management and Technology II	20
6060	Construction Tendering and Contract Administration	20
6070	Project Management	20
6080	Construction Procurement	20



Construction Management Strand

The **Construction Management strand** provides students with comprehensive industry knowledge along with the latest trends and development within the industry. It covers the major aspects of construction management including project initiation and planning, scheduling techniques and procedures, cost estimating and control, and construction project financials that meet the requirements of New Zealand legislation, Codes of Practice, and New Zealand and Australian Standards. After completing this strand, learners will have gained significant skills and tools to be able to work as assistant construction managers on construction projects.

Students need to do Five (5) electives for construction management strand.

CODE	Core (Compulsory Modules)	Credits
6011	Construction Design and Drawings	15
6013	Construction Health, Safety and Wellbeing	15
6015	Construction Leadership Practices	15
6017	Construction Site Services	20
6019	Construction Site Logistics	20

Quantity Surveying Strand

The **Quantity Surveying strand** provides students with comprehensive knowledge and skills in budgeting, pricing, controlling costs and monitoring project cash flow. After completing this strand, learners will have gained significant skills and tools to be able to work as Consultants, Estimators, Contract Administrators, and Contract Managers.

Students need to do Four (4) electives for Quantity Surveying strand

CODE	Core (Compulsory Modules)	Credits
6012	Principles of Measurement	20
6014	Construction Measurement for Medium and Large buildings	25
6016	Cost Estimating and Cost Control I	20
6018	Cost Estimating and Cost Control II	20



NEW ZEALAND CERTIFICATE IN ENGLISH LANGUAGE (ACADEMICS) LEVEL 4

Programme Aim: The purpose of this programme is to develop learners' language skills so that they can communicate independently and effectively in familiar and some less familiar situations with fluency and flexibility in academic settings at CEFR mid B2 level. The programme advances learners' development of key academic skills, including reading academic texts, listening, academic writing, and speaking skills that will enable them to undertake independent learning at the tertiary level.

New Zealand Certificate in English Language (Academic) (Level 4), Credits 62

Duration: 17 Weeks (including one week holiday)

Delivery mode: Blended

Programme outcomes:

At the end of the programme learners should be able to:

- Understand the main ideas and supporting details of moderately complex texts on both concrete and abstract topics, including technical discussions related to a field of specialisation.
- Interact with a degree of fluency and spontaneity in spoken academic discourse.
- Understand verbal academic information, identifying both main ideas and specific details.
- Produce clear, detailed texts on a wide range of moderately complex academic subjects.



Entry requirements:

Applicants must meet the following entry criterion:

- be 16 years old at the time of application;
- have English as an additional language;
- be a New Zealand citizen or Permanent resident; OR
- have a valid student visa: OR
- hold a certificate of refugee status with eligibility to study for the duration of enrolment;
- have gained credit in the following DAS Standards:
 - 30981: Demonstrate understanding of a moderately complex spoken text in an applied context (EL)
 - 30989: Demonstrate understanding of a moderately complex spoken interaction in an applied context (EL)
 - 31033: Write a clear connected text in an applied context (EL)
 - 30996: Read and understand a moderately complex text in an applied context (EL)
 - 31015: Participate in a spoken interaction in an applied context
- hold a New Zealand Certificate in English language (Level 3)(Applied) [Ref: 3667]; OR
- have an Internationally recognised English language proficiency test listed in the Appendix to Rule 18 of NZQF Programme Approval and Accreditation Rules 2018 which states that applicants have an IELTS 5.5 with no band less lower than 5.0 or equivalent

Course content:

Course Code	Course Title	Level	Credits
30998	Read and understand moderately complex texts in an academic context (EL)	4	10
22892	Demonstrate understanding of a spoken text and process information in English for an academic purpose	4	5
22749	Write a text under conditions in English for an academic purpose	4	5
22750	Read and understand moderately complex texts in an academic context (EL)	4	6
22891	Deliver an oral presentation in English for an academic purpose	4	5
22751	Read and process information in English for academic purposes	4	6
30991	Demonstrate understanding of formal spoken texts in an academic context (EL)	4	10
31040	Write an evaluation for a specific purpose in an academic context (EL)	4	5
31017	Participate in sustained discussions in an academic context (EL)	4	10
Total number of credits achieved			62

New Zealand Certificate in Study and Employment Pathway (Level 4) (Commerce)

Programme Aim: This programme has been designed to provide learning experiences that enable students to develop the core knowledge, skills, and personal attributes required for academic tertiary study in New Zealand and for entry-level positions in both commerce and other industries. It prepares learners for further education at NZQF Level 5 and above, while also equipping them with the skills necessary for employment in roles such as administrative support, customer service, sales, and other related entry-level positions in various sectors. Graduates of this programme will be able to progress to further study or training at NZQF Level 5 and above (degree, diploma, or certificate) related to their chosen field of study or employment pathway.

Credit: 60

Duration: 22 Weeks (including 2 weeks holidays)

Delivery mode: Face-to-Face

Programme outcomes:

Upon completing the programme, graduates will be able to:

1. Locate, select, and analyse relevant information from a variety of sources, and apply it to context-relevant tasks, evaluating its reliability.
2. Work independently and collaboratively to solve context-relevant problems and tasks.
3. Construct a well-reasoned and researched argument, and communicate it using appropriate visual, oral, and written methods.
4. Evaluate your strengths, skills, and rangatiratanga, identifying areas for further development in study or employment.
5. Develop and critique a study and/or career plan that reflects personal goals, values, and employment pathways.

Entry requirements:

Applicants must:

- be 16 years old at the time of application
- have an Internationally recognised English language proficiency test listed in the Appendix to Rule 18 of NZQF Programme Approval and Accreditation Rules 2018 <https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/2020/NZQF-PAA-Rules-with-all-amendments-to-April-2020.pdf>
- Or meet other acceptable evidence of English proficiency <https://www.nzqa.govt.nz/providers-partners/qa-system-for-teos/english-international-students/>
- Completed secondary school study, equivalent to New Zealand Year 12, or
- Completed secondary school qualification from your country of origin, or New Zealand Certificate in Study and Employment Pathway (Level 3)
- Undergo an interview with the Academic Manager to ensure their readiness and suitability for the programme

Course content:

Course Title	Credits
Soft Skills for University Success (information & digital literacy, problem-solving, academic writing and oral and written communication)	20
Study and Career Planning	10
Fundamentals of Marketing	10
Economics	10
Accounting	10

English for Beginners (Training Scheme) (Level 1), Credits 30

Purpose: This training scheme is focused on learning basic English in the components of listening, speaking, reading and writing. It is designed to be equivalent to the A1 level in the Common European Framework of Reference for Languages (CEFR).

The English for Beginner training scheme introduces the target learners to familiar spoken words, everyday expressions and basic phrases of immediate and concrete surroundings; simple phrases, sentences and questions in areas of immediate needs or on familiar topics; and 4) ways of writing simple words and short phrases related to personal details and everyday activities.

This training scheme is oriented to learners who want to learn English as a second language from a beginner level. The training scheme targets new migrants, refugees and New Zealanders who have limited or no English competencies.

Delivery: Face-to-Face and Blended

Outcome:

At the end of this training scheme learners will be able to:

- recognise and follow familiar spoken words, everyday expressions and basic phrases of immediate and concrete surroundings when people speak slowly and clearly.
- use simple phrases, sentences and questions in areas of immediate needs or on familiar topics, with a little help from the other person.
- recognise simple written words and phrases used in everyday situations.
- write simple words and short phrases related to personal details and activities.

Entry requirements:

- Domestic learners: Learners must be 16 years old
- International learners: Learners must have valid visa, appropriate travel and medical insurance.

English for Elementary Learners (Micro-credential) (Level 1)

Purpose: This Micro-credential is focused on learning elementary English in the components of listening, speaking, reading and writing. It is designed to be equivalent to the A2 level in the Common European Framework of Reference for Languages (CEFR).

The English for Elementary Micro-credential introduces the target learners to understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance, communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities, read simple texts and respond to specific, predictable information in simple every day material, and write short, simple notes and messages relating to matters in areas of immediate need.

This Micro-credential is oriented to learners who want to learn English as a second language after completing the beginner level. The Micro-credential targets new migrants, refugees and New Zealanders who have limited English competencies.

Delivery: Face-to-Face and Blended

Outcome:

At the end of this Micro-credential learners will be able to:

- Understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment).
- Understand the main point in short, clear, simple messages and announcements
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- Use a series of phrases and sentences to describe in simple terms his/her family and other people, living conditions, his/her educational background and his/her present or most recent job
- Read simple texts and respond to specific, predictable information in simple every day material
- Understand short, simple personal letters/email
- Write short, simple notes and messages relating to matters in areas of immediate need.

Entry requirements:

- Domestic learners: Learners must be 16 years old
- International learners: Learners must have valid visa, appropriate travel and medical insurance.

English for Pre-intermediate Learners (Micro-credential) (Level 2)

Purpose: This Micro-credential is focused on learning Pre-intermediate English in the components of listening, speaking, reading and writing. It is designed to be equivalent to the B1 level in the Common European Framework of Reference for Languages (CEFR).

This Micro-credential is oriented to learners who want to learn English as a second language after completing the elementary level. The Micro-credential targets new migrants, refugees, New Zealanders who have limited English competencies and students who like to improve their English for academic and employment purpose.

Delivery: Face-to-Face and Blended

Outcome:

At the end of this Micro-credential learners will be able to:

- Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- Understand the main point of many radio or TV programmes on current affairs or topics of personal and professional interest when the delivery is slow and clear.
- Deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Enter unprepared into conversations on topics that are familiar, of personal interest or on everyday life (family, hobbies, work, travel, current events).
- Connect phrases in a simple way to describe experiences and events, his/her dreams, hopes and ambitions.
- Briefly give reasons and explanations for opinions and plans.
- Narrate a story or relate the plot of a book or film and describe his/her reactions.
- Understand texts that consist mainly of high frequency everyday or job-related language.
- Understand the description of events, feelings and wishes in personal letters.
- Write simple connected text on topics which are familiar or of a personal interest.
- Write personal letters describing experiences and impressions.

Entry requirements:

- Domestic learners: Learners must be 16 years old
- International learners: Learners must have valid visa, appropriate travel and medical insurance.

English for Intermediate Learners (Micro-credential) (Level 2)

Purpose: This Micro-credential is focused on learning Intermediate English in the components of listening, speaking, reading and writing. It is designed to be equivalent to the B1 level in the Common European Framework of Reference for Languages (CEFR).

The English for Intermediate Micro-credential introduces the target learners to understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance, work, school, leisure, etc.; understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar; enter unprepared into conversations on topics that are familiar, of personal interest or on everyday life and take an active part in discussion in familiar contexts; explain a view point on a topical issue giving the advantages and disadvantages of various options; understand texts that consist mainly of high frequency everyday or job-related language and read articles and reports concerned with contemporary problems; write simple connected text on topics which are familiar or of a personal interest; and write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

This Micro-credential is oriented to learners who want to learn English as a second language after completing the Pre-intermediate level. The Micro-credential targets new migrants, refugees, New Zealanders who have limited English competencies and students who would like to improve their English for academic and employment purpose.

Delivery: Face-to-Face and Blended

Outcome:

At the end of this Micro-credential learners will be able to:

- Understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment).
- Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.
- Understand the main point of many radio or TV programmes on current affairs or topics of personal and professional interest when the delivery is slow and clear.
- Understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.
- Understand most TV news and current affairs programmes.
- Understand the majority of films in standard dialect.
- Deal with most situations likely to arise whilst travelling in an area where the language is spoken.

- Enter unprepared into conversations on topics that are familiar, of personal interest or on everyday life (family, hobbies, work, travel, current events).
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
- Take an active part in discussion in familiar contexts, accounting for and sustaining his/her views.
- Present clear and detailed descriptions on a wide range of subjects related to any field of interest.
- Explain a view point on a topical issue giving the advantages and disadvantages of various options.
- Understand texts that consist mainly of high frequency every day or job-related language.
- Understand the description of events, feelings and wishes in personal letters.
- Read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
- Understand contemporary literary prose.
- Write simple connected text on topics which are familiar or of a personal interest.
- Write personal letters describing experiences and impressions.
- Write clear, detailed text on a wide range of subjects related to his/her interests.
- Write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
- Write letters highlighting the personal significance of events and experiences

Entry requirements:

- Domestic learners: Learners must be 16 years old
- International learners: Learners must have valid visa, appropriate travel and medical insurance.

English for Upper Intermediate Learners (Micro-credential) (Level 3)

Purpose: This Micro-credential is focused on learning Upper-intermediate English in the components of listening, speaking, reading and writing. It is designed to be equivalent to the A2 level in the Common European Framework of Reference for Languages (CEFR).

The English for Upper-intermediate Micro-credential introduces the target learners to understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible; take an active part in discussion in familiar contexts, accounting for and sustaining his/her views; present clear, detailed descriptions on a wide range of subjects related to his/her field of interest and explain a view point on a topical issue giving the advantages and disadvantages of various options; read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or view points; write clear, detailed text on a wide range of subjects related to his/her interests; and write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

This Micro-credential is oriented to learners who want to learn English as a second language after completing the Intermediate level. The Micro-credential targets new migrants, refugees and New Zealanders, have limited English competencies and students who would like to provide their English for academic and employment purpose.

Delivery: Face-to-Face and Blended

Outcome:

At the end of this Micro-credential learners will be able to:

- Understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.
- Understand most TV news and current affairs programmes.
- Understand the majority of films in standard dialect"
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speaker's quite possible.
- Take an active part in discussion in familiar contexts, accounting for and sustaining his/her views.
- Present clear, detailed descriptions on a wide range of subjects related to his/her field of interest.
- Explain a view point on a topical issue giving the advantages and disadvantages of various options.
- Read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
- Understand contemporary literary prose.

- Write clear, detailed text on a wide range of subjects related to his/her interests.
- Write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
- Write letters highlighting the personal significance of events and experiences.

Entry requirements:

- Domestic learners: Learners must be 16 years old
- International learners: Learners must have valid visa, appropriate travel and medical insurance.

English for Advanced (Training Scheme) (Level 4)

Purpose: This training scheme is focused on learning advanced English in the components of listening, speaking, reading and writing. It is designed to be equivalent to the C1 level in the Common European Framework of Reference for Languages (CEFR).

The English for Advanced training scheme introduces the target learners to a wide range of texts including print and multimodal texts. Learners will be able to understand a wide range of demanding, longer texts, and recognise implicit meaning. They will be able to express themselves fluently and spontaneously without much obvious searching for expressions. In addition, they will be able to use language flexibly and effectively for social, academic and professional purposes and produce clear, well-structured, detailed text on complex subjects, showing a controlled use of organisational patterns, connectors and cohesive devices.

This training scheme is oriented to learners who want to learn English as a second language from an advanced level. The training scheme targets migrants and students who have fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.

Delivery: Face-to-Face and Blended

Outcome:

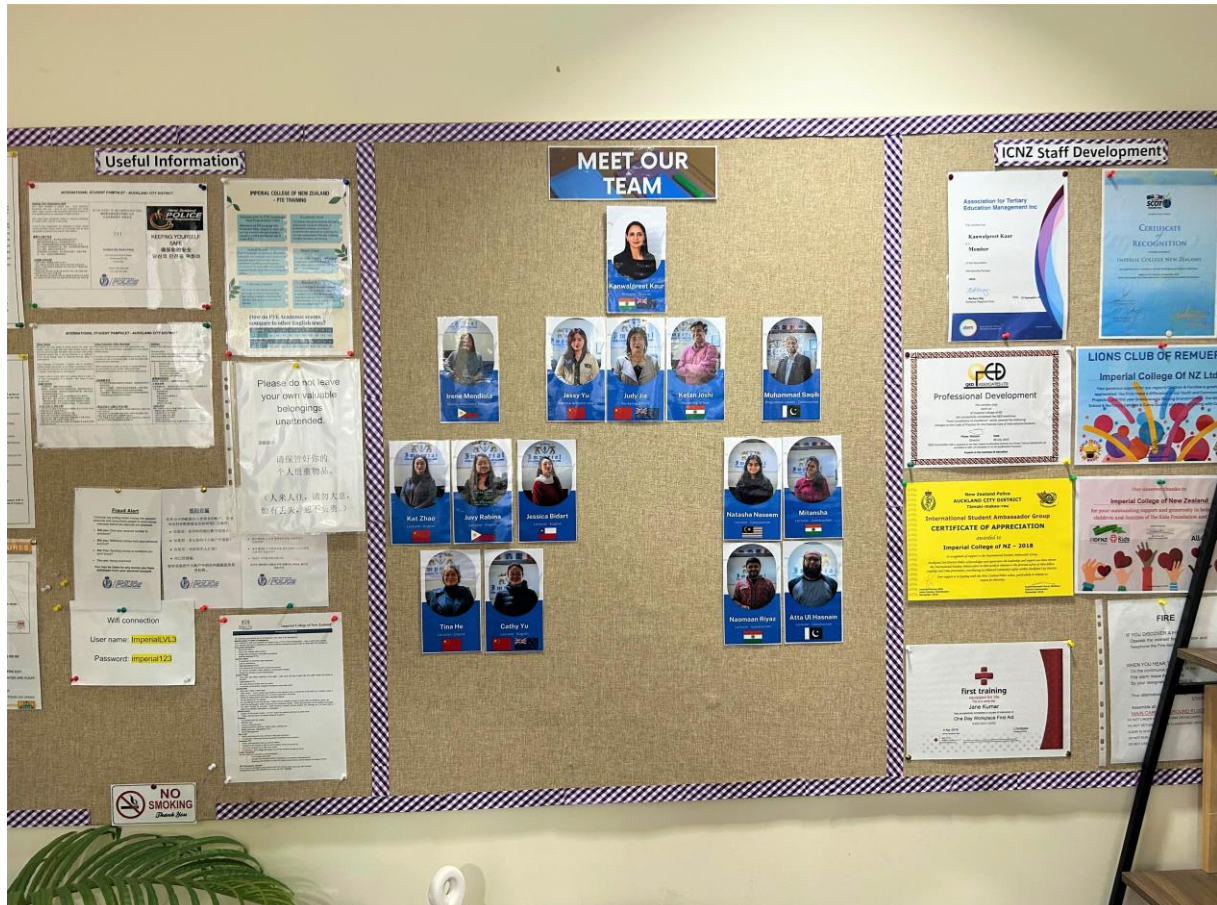
At the end of this Micro-credential learners will be able to:

- Understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.
- Understand TV programmes and films without much effort.
- Express themselves fluently and spontaneously without much obvious searching for expressions.

- Use language flexibly and effectively for social and professional purposes.
- Formulate ideas and opinions with precision and relate contributions skilfully to those of other speakers.
- Present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
- Understand long and complex factual and literary texts, appreciating distinctions of style.
- Understand specialized articles and longer technical instructions, even when they do not relate to their field.
- Express themselves in clear, well-structured text, expressing points of view at some length.
- Write about complex subjects in a letter, an essay, or a report.
- Select a style that is appropriate to the reader he/ she has in mind.

Entry requirements:

- Domestic learners: Learners must be 16 years old
- International learners: Learners must have valid visa, appropriate travel and medical insurance.



Student Support @Imperial

Imperial College of New Zealand provides a wide range of challenging learning opportunities that enables each individual to realise their potential.

Our philosophy is focused on making our students' hopes and dreams come true by providing a quality education that creates excellence.

Our classroom learning environment is stimulating, enjoyable, challenging and takes account of each student's specific learning needs.

Imperial College organise a series of seminars for students' professional development.

These seminars includes: 'Writing a Target Kiwi CV', 'Writing business letters and Cover letters', 'Writing business emails', 'Email/social media etiquette', 'Business presentation skills', 'The language of meetings, customer service and social interactions in the workplace', 'Mock Job interview practice', 'Kiwi workplace culture', 'Treaty of Waitangi', 'Personal safety'.

In addition to the development activities, students attend monthly activities and monthly meetings.

Imperial has a strong student support system in place. All students are provided with emergency contact numbers in case of any emergency.



Imperial students during monthly activity



Imperial students during monthly activity



Imperial students during monthly meeting



Imperial students @Tip Top factory

Student Support @Imperial

Imperial College of New Zealand provides opportunities to the students to represent their classes as a 'Class Representatives'.

This helps students in developing their leadership ability and other important skills like management, business meetings and communication skills etc. Class representatives attend monthly meeting with Principal.



Student received Class Representative of the Term Certificate



Student playing cricket



Student playing cricket



Students @Party after they finished their exam



A click from Graduation

What our students say

Testimonial

"During studies, I have attended the Level 7 Diploma in Management in Imperial College of New Zealand. I can tell that I had an enriching experience that will certainly contribute to my professional career in New Zealand. The papers were very comprehensive in terms of theory and application to the New Zealand business context. I was always supported by competent teachers that had great experience within the area, which facilitated a lot to the students' learning process. Although already having previous Business qualifications, this Diploma in Management granted me deeper knowledge in regards to management tools and their application to the 'kiwi' business. For sure, Imperial College has helped me to improve several of my professional skills during the time I was studying there!"

Thanks.

*Michelle INOCENCIO GUIMARAES
Graduate*

Testimonial

I have studied in this college. I still remember the day when I contacted the College for admission; College staff was very supportive in providing detailed information and guiding through the process.

It was a great experience to gain education at Imperial. Principal, all tutors and support staff are always ready to assist students with their needs.

It has been a wonderful experience while learning in the collage specially the practical based work placement component. The tutors are very good and helpful to all students.

My personal experience is that College has transparent rules, all updates are provided to students on routine meetings where you feel that you are important part of the college. Overall I had a great journey during my study time period. Good luck to Imperial in this difficult situation. Everything will be fine with our College

*Harpreet Kaur,
Graduate*

Testimonial

My name is Yang Fan; I studied General English at Imperial College for a year.

The environment here is clean and tidy. The classroom is spacious and bright and has complete teaching facilities. The teacher's teaching is cordial and earnest. The school has responsible staff. The students here come from different countries. So we all communicate in English. This has greatly improved my English.

Thank you for the school, teacher and staff

Thanks.

Yang Fan

Important Policies

Fee Protection

Imperial College of New Zealand has an arrangement with the Public trust, which acts as a trustee to protect student's fee by holding the fee amount in a trust account. This protects all students fee against the withdrawal of accreditation of the College, any unlikely event of insolvency or the regulatory closure. This is a NZQA approved arrangement for fee protection.

Student Withdrawals and Refunds Policy

Purpose of the Policy

Imperial College of New Zealand ensures that students and other stakeholders receive clear information about the student withdrawals and refund requirements. ICNZ ensures that the fee refund procedure fully meets the requirements of the regulators (NZQA and MoE) and the Education (Pastoral Care of International Students) Code of Practice 2016.

PROCEDURES AND RESPONSIBILITIES

- Students wishing to withdraw from any of the courses must complete the course withdrawal request form with the reasons for withdrawal from the College
- The Principal or nominee makes decision (either approves or declines) on the application. Refund requests are approved or declined by the Principal or nominee based on the withdrawals and Refunds schedule as below
- When the refund applications are approved, Public Trust refund forms are generated by the administration and are given to the students for their signature and any relevant information. When the refund applications are declined, students are given opportunity to have meeting with Principal to discuss the reasons for decline
- Completed Public trust refund forms are then sent to Public Trust for authorisation and processing of fees held by Public Trust.
- In instances where a course is being cancelled, the College shall arrange for a full refund of fees paid by the students. In the event that a course is cancelled part way through due to unforeseen circumstances (including course closure or regulatory closure), a proportional refund of fees paid will be given.
- Students whose attendance is below the accepted percentage, or has failed to make contact with the College, despite warning letters being sent or phone calls made will be withdrawn from the course and Immigration New Zealand will be notified immediately, and no refund applies.

Refund Schedule

The amount of refund depends on the period of enrolment and period between the course start date and the application for withdrawal.

1

a. **Course length less than 5 weeks**

- i) Student withdrawing on or before the 2nd working day from the commencement of the course, the College will retain up to 50% of the course fee based on actual expenses incurred.
- ii) Student withdrawing after the 2nd working day, there will be no refund

b. **Course length greater than 5 weeks and less than 3 months**

- i) Student withdrawing on or before the 5th working day from the commencement of the course, the College will retain up to 25% of the course fee based on actual expenses incurred.
- ii) Student withdrawing after the 5th working day, there will be no refund

c. **Course length of 3 months or greater**

- i) Student withdrawing on or before the 10th working day from the commencement of the course, the College will retain up to 25% of the course fee based on actual expenses incurred.
- ii) Student withdrawing after the 10th working day, there will be no refund

2 Students withdrawing before the course starts will also be subject to the above criteria, i.e they will be entitled to a refund less any amounts (such as Insurance fees if already applied by the provider, the homestay placement if already confirmed by the student) allowed to be retained.

3 A full refund of any and all course-related fees paid by students will automatically be given for courses which are cancelled by Imperial College of New Zealand, or which did not start due to an insufficient number of enrolments.

4 Imperial College of New Zealand reserves the right to cancel any course for which there are insufficient enrolments.

Student policies and procedures

The following policies are detailed in the QMS of Imperial College of New Zealand. The College explains all of these policies during the pre-enrolment process.

- Policy 6.1 Student Support and Welfare
- Policy 6.2 Student Academic Support
- Policy 6.3 Student Information and Student Handbook
- Policy 6.4 International Student Enrolment
- Policy 6.5 Student Cross and Transfer Credit, Recognition of Prior Learning
- Policy 6.6 Student Orientation
- Policy 6.7 Student Attendance and Academic Performance Requirements
- Policy 6.8 Student Behaviour and Discipline
- Policy 6.9 Student Complaints and Grievance
- Policy 6.10 Student Accommodation
- Policy 6.11 Student Files and Records

Please contact College administration for detailed copies of any of the above policies.

Under 18 year students

Imperial College of New Zealand follows following steps in order to make decision to offer a place for under 18 student into English language courses:

- Application form filled and signed by the student and parent or legal guardian
- Principal and/or nominee will have face to face meeting with parent or legal guardian.
- College will make decision based on the meeting and documents provided. A place shall be offered only when College is satisfied with the documents provided.

Enrolment Procedure

- Fill out the Enrolment Form and submit to the College administration
- Include all the supporting documents. *The supporting documents includes but not limited to copy of passport, copy of certificates (for the course that leads to a qualification), English Language proficiency (as per course requirements)*
- Admission staff will assess your application
- When the admission staff is satisfied that the application and supporting documents meet the requirements for enrolment for the course requested, offer of place will be given to the student.

Please note that admission staff can request for more documentation.



Contact Details

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