

NEEDS ANALYSIS

REVIEW OF BUSINESS QUALIFICATIONS

August 2012
(revised November 2012)

**Compiled for the Governance Group by
New Zealand Qualifications Authority (NZQA)
National Qualifications Services (NQS)**

EXECUTIVE SUMMARY

The needs analysis is a research document to inform and support the decisions required for the mandatory review of business qualifications, at levels 1-6 on the New Zealand qualifications framework. The review aims to reduce the duplication and proliferation of qualifications on a national scale, and to ensure that qualifications are useful, relevant, easy to understand and valuable to current and future learners, employers and other stakeholders. The needs analysis report will provide evidence of investigation, analysis and consultation to inform the decisions of the Governance Group when designing the future range of business qualifications, and support the application to list new qualifications.

A combination of primary and secondary research has been undertaken to assist in developing a better understanding of the business qualifications market. A comprehensive literature review was commissioned to determine evidenced and perceived trends in the business educational market that may influence the future landscape for business qualifications in New Zealand, and this is included as Appendix 1. An analysis of the existing business qualifications under review is covered in the body of the report, including an analysis of 'specialty areas' and incorporating some future focus comments and feedback from peak bodies where available. A detailed list of qualifications in the review is included as Appendix 2.

The literature review and needs analysis report have considered projections of future demand for occupations and qualifications along with relevant external environment factors, research that is available on business related needs and trends, and sought to identify the specific needs of Māori and Pasifika.

The demand for skills in Management occupations in New Zealand is projected to grow more rapidly than other occupational categories over the next 10 years. The ageing population is expected to constrain the labour force and economic growth, and sharpen the focus on developing and utilising the existing skills of the workforce. It is expected that a high proportion of jobs will require regular upskilling, which may largely be on the job. Personal traits and soft skills such as communication skills and attitudes are going to be increasingly important.

New Zealand needs to better utilise skills, and particularly raise management capability. The low level of growth in labour productivity is seen as an indicator of under-utilisation of skills. National and international research shows that improving management skills, in particular people management skills, is needed to lift productivity.

The external environment in which we operate is changing and developing rapidly and there is a need to change to meet its new demands. To continue to be relevant we are going to need to anticipate the unknown challenges of the future. Planning will be for future learning for future business and the issues faced by businesses and managers, their mode of operation, and the nature of management and governance are likely to be transformed.

Designing relevant and flexible business qualifications to meet the needs of learners and the demands of a diverse range of business needs presents challenges. A need for small modules of skills and knowledge that can be aggregated towards larger qualifications has been identified. This review has highlighted a tension between the government strategy of increasing the achievement of higher levels of qualifications (which by their nature are lengthy), and businesses with an expressed need for those that are shorter and highly relevant.

Research related to Pacific people has highlighted the lack of pathways available to degree qualifications for those studying at private training establishments or involved in industry pathways. This is likely to be an issue for the wider system.

A number of key themes have emerged from the literature review and the research undertaken in the preparation of the needs analysis. These factors need to be considered when designing the landscape of new qualifications in business. Some of the key findings and trends that became apparent follow.

Learners

- The needs of learners are diverse and range from those wanting to achieve a full qualification prior to entering business to those already in work and needing to access learning around a small group of learning outcomes.
- Understanding the needs of the different learner groups should ensure the new qualifications enable programmes to be developed to meet the particular needs of different target markets.
- The learner profiles section identifies several market segments for business qualifications. Different drivers will influence the choices of each segment and need to be taken into consideration when designing qualifications.
 - students wanting to gain a full business qualification prior to entering the workforce (domestic, international, secondary/tertiary, full time/part time, Maori, Pasifika);
 - employees wanting to gain a full business qualification i.e. those already in the workforce, who may be employer sponsored or part time self funded learners;
 - employees needing to up-skill in a specific area of business. May be employer sponsored or part time self funded learners;
 - people seeking employment who might need specific skills to enter a business environment. May be second chance learners, upskilling or re-training adults;
 - employers and SME owners wishing to improve productivity and profitability of their business (may be upskilling themselves or employees, gap filling, mentored).
- Compatibility with funding sources (TEC & Studylink) are important to students for affordability and accessibility to qualifications and training which leads to employment.
- Qualifications enabling international students to meet Immigration requirements for 'study to work' visas, and student/graduate access to work in New Zealand.
- Businesses cite a lack of time and relevance of training as the main obstacles to training.

Business Skills

- The skills and knowledge required for business tend not to form a coherent body of knowledge.
- Well developed business skills are required for high performing workplaces and for businesses to gain competitive advantage.
- Skills and knowledge for business include a range of technical skills and abilities including personal attributes that may be relevant in a large range of businesses.
- Skills identified as most in need of improvement by industry groups were customer service and sales skills, team working skills, oral communication, followed by computer skills.
- Improving management skills, in particular people management, are needed to lift productivity.
- Emphasis on the need for "soft skills". Graduates should be good with people, able to work in teams and able to solve their own problems.
- Changing nature of skills required including an emphasis on skills associated with "knowledge work" e.g. cognitive skills such as abstract reasoning, problem solving, communication and collaboration with clients and colleagues.
- Skills and knowledge should be applied to a workplace or other real or realistic context.

Qualifications

- There is a considerable overlap or similarity between some existing qualifications, including significant embedding of national qualifications, and some embedding of NZIM Certificate in Management papers in local qualifications. Many of the existing local qualifications at level 5 and 6 use NZ Diploma in Business prescriptions as the core components. Changes to foundation education from 2013 will influence level 2.
- Consider what to do with 'outlier' qualifications that don't fit the proposed new range.
- Most of the existing business qualifications are only offered by one or two organisations. Demand at lower levels in business administration and computing appears to be fuelled by fees free provision by TEOs.

- Sector feedback is mixed regarding the need for specialist qualifications as opposed to generalist qualifications with a proportion of specialist focus. Some current specialist qualification areas do not appear to have significant duplication – project management, competitive manufacturing and quality management.
- In response to initial feedback from national peak bodies, qualifications will need to recognise generalist skills and knowledge relevant to many business contexts, and specialist or technical skills to allow for separate qualifications in some areas.
- How should the future ‘generalist’ and ‘specialist’ qualifications be determined? Decisions around what is ‘similar/different’ between a generic qualification with strands/focus and a ‘specialist’ qualification. e.g. Diploma in Business & Management (Accounting) compared with Diploma in Accounting. There may need to be guidelines as to what proportion of a qualification should be ‘technical/specialist’ to be deemed a separate specialist qualification.
- There is demand for a progressive suite of qualifications, and based on the number of local qualifications that embed other ‘small’ qualifications, there can be a number of similar core skills in a range of these qualifications.
- There is tension between the government strategy of increasing the achievement of higher levels of ‘lengthy’ qualifications, and businesses with an expressed need for training that is shorter and highly relevant.
- Future qualifications and programmes may need to be quite different from current ones in both their process as well as their content, to be effective and appeal to students. Qualifications will need to:
 - be relevant and meaningful to the learners
 - be useful in terms of their work practice
 - be designed to anticipate and adapt to the unknown challenges of the future
 - prepare learners to cope with uncertainty and change
 - be accessible using technology and practices appropriate for the new generations of learners, and in a variety of contexts
- Designing qualifications for a diverse area such as business presents challenges and will require a high degree of flexibility.
- There is need for a significant vocationally oriented qualification for those wanting to pursue a career in business, but outcomes need to be applicable in the workplace.
- There is a need to consider smaller sized qualifications or limited credit programmes (LCPs) covering a group of learning outcomes targeted particularly at people already in work or those wishing to up-skill or change careers. These could be developed as staircased pathways to the achievement of qualifications in order to focus on immediate needs for learners but with the opportunity to collect these toward the achievement of a larger qualification.
- Graduate outcomes may need to be quite broad to be able to accommodate the needs of specific industries.
- Qualifications and learning programmes need to be flexible for learner pathways, and initial feedback from national peak bodies and business groups needs to be factored in to the qualifications.
- Relying on specific jobs as we know them now is no longer adequate to inform curriculum development, therefore a very close relationship with industry is needed to identify future needs, and to ensure graduate success in labour markets.

Designing the landscape for business qualifications requires a future focus approach, and determining what is needed and how best to provide solutions to meet the different needs of identified and relevant stakeholders, including the specific needs of Māori.

The needs analysis report has been compiled to inform the decisions of the Governance Group when designing the future range of business qualifications, and includes analysis and findings from the literature review, trends, peak body and stakeholder feedback. The qualification outcome statements for each qualification will detail the distinctness of each in the proposed basket of new qualifications, and proposed linkages between them, along with education and employment pathways. The addendum: *Proposed business qualifications* endeavours to identify the links between the proposed qualifications and justification supported by the needs analysis.

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SCOPE

The needs analysis is a research document to inform and support the decisions required for the mandatory review of business qualifications, at levels 1-6 on the New Zealand qualifications framework.

The needs analysis report will support the application to list new qualifications, as evidence of investigation, analysis and consultation.

The needs analysis will quantify need, in terms of:

- Supply and demand factors
- Identifying gaps
- Identifying potential strategic benefits

for learners, employers, industry and communities.

The needs analysis will rely on contributions from individual Governance Group members, from owners of current qualifications, and from other stakeholders. It will have a future focus and be comprehensive, and take into consideration:

- The current position and recent trends in business qualifications, including similarities among current qualifications
- Supply and demand factors, and how they relate to each other
- Current and future needs for business qualifications
- Current and future needs of general and specialist business audiences
- Current and future employment pathways
- Current and future education pathways, including pathways from secondary schools and academic pathways to universities
- Current external environment related to business education in New Zealand, including a link back to Government drivers for education, expectations and required outcomes
- Current and/or future skill requirements in business and management, including an international perspective
- Current and/or future business skill needs for Iwi and Hapu, and Pasifika
- Business education body of knowledge and/or curriculum
- Trends and/or models used in business education in New Zealand and Internationally
- Modes of delivery including e-learning, distance learning, workplace learning and assessment around business

Consultation will also be undertaken to confirm the need and strategic fit and sufficiency of demand of the proposed new qualifications.

METHODOLOGY

Overview

To assist in developing a better understanding of the business qualifications market, a combination of primary and secondary research has been undertaken.

A comprehensive literature review was commissioned to determine evidenced and perceived trends in the business educational market that may influence the future landscape for business qualifications in New Zealand. The literature review has a particular focus on:

- The external environment relating to business education in New Zealand
- The body of knowledge or curriculum for business
- Current or future skill requirements in business and management, including those for Māori and Pasifika
- Business education body of knowledge or curriculum
- Trends or models used in business education in New Zealand and Internationally
- Modes of delivery including e-learning, distance learning, workplace learning and assessment around business

An analysis of the existing business qualifications that are part of the review, at levels 1 to 6 on the New Zealand Qualifications Framework (NZQF) has been undertaken. Analysis and interpretation of information from the NZQA database, from the Tertiary Education Commission (TEC) course completion information, and from information provided by stakeholders was undertaken. Analysis and interpretation of data from the Ministry of Education (MoE) 'Education Counts' database, was also undertaken.

Consultation with industry peak body representatives and other stakeholders was undertaken where gaps in information were identified, and to determine the need for specialist qualifications that may result from the review.

Plan

Following is the plan for the research process for the needs analysis.

1. Stakeholder involvement and contributions towards the needs analysis and review of business qualifications sought, April 2012.
2. Requirements identified and preliminary research sources scoped for the needs analysis. Contributions requested from Governance Group members, April/May 2012.
3. Presentation prepared for the 22 May 2012 Governance Group meeting. Introduction to the needs analysis, including how and why it is required as part of the review, and initial findings from analysis of existing data. Feedback and input to the project sought, included clarification of the forward process to complete the needs analysis report.
4. Governance Group confirmed the future direction of the needs analysis, including the continuing involvement of NZQA in preparing the needs analysis with the support of an external contractor to compile the literature review.
5. Arrangements for a comprehensive literature review to be conducted to identify current and future needs, and to inform and support the decisions required of the governance group when planning for and determining the future business qualifications for New Zealand.
 - The scope for the literature review agreed and confirmed by the Governance Group on 1 June.
 - Contract granted to Dr Sue Walbran on 7 June 2012
 - Initial summary report of findings reported by 29 June
 - Initial draft literature review, incorporating feedback from Governance Group by 13 July 2012
 - Completed literature review by 10 August, following incorporation of any further feedback from the Governance Group.

6. NZQA and other business qualification usage data information obtained to determine supply and demand factors, with duplication identified. Analysis and interpretation of secondary data prepared for the existing 243 qualifications that are part of the business qualifications review. Findings reported to the Governance Group, for the 19/20 June meeting. Feedback from the Governance Group on any gaps that need filling before material made available to working groups.
7. Analysis of Ministry of Education 'Management and Commerce' qualification data, by 20 June.
8. Incorporate literature review findings into the needs analysis report. Identify gaps in information following the literature review and other secondary data analysis, and decide on and specify any appropriate additional research required. This may include arranging and undertaking interviews with employers, peak bodies and other key stakeholders, and/or seeking further information from existing qualification owners.
9. Incorporate feedback from consultation with stakeholders to the draft needs analysis report by 20 August 2012.
10. Prepare final written needs analysis report by 30 September 2012
11. Prepare addendum – Proposed business qualifications with justification November 2012

Limitations and assumptions

Assumptions

- Data would be available relating to the analysis of existing business qualifications
- Full participation and timely responses from stakeholder and peak body groups

Limitations

- Delays in obtaining reliable and complete data relating to qualification or course completions
- Confidentiality of usage information, due to commercially sensitive nature of data
- TEC sourced data only provides information from funded providers, so shows an incomplete picture
- Destination data (education and employment pathways) may need to be sourced from providers and qualification owners, and may not be provided in time to inform the review
- Lack of access to member only research that may have informed the review
- Stakeholder feedback to Governance Group received after the preparation of the needs analysis

BACKGROUND INFORMATION

The 2008-09 *Targeted Review of Qualifications* (TRoQ) found that the qualifications system was difficult for learners, employers and industry to understand, and a package of seven changes was recommended by the review¹, and an extract is included as appendix 5. One of the TRoQ recommendations required the mandatory reviews of qualifications, of which the business qualifications review is one. The other TRoQ recommendations were implemented in 2010.

Qualifications in Business at levels 1-6 on the NZQF (excluding university qualifications) were scheduled for review in 2012 as part of the nation-wide mandatory review of qualifications. Currently there is a wide range of qualifications in Business with many apparently similar qualifications at the same level.

The mandatory review is to reduce the duplication and proliferation of qualifications on a national scale, and to ensure that qualifications are useful, relevant, easy to understand and valuable to current and future learners, employers and other stakeholders.

The business qualifications review is being led by a Governance Group appointed by owners of current business qualifications and by national peak bodies. The purpose of the Governance Group is to provide leadership and direction for the development of cohesive New Zealand business qualifications which are strategically relevant to New Zealand's people and communities and their aspirations.

The Governance Group has requested a comprehensive needs analysis to inform the review of business qualifications at levels 1-6 on the New Zealand Qualifications Framework (NZQF). The needs analysis must be broad enough to inform and support the development of the full range of business qualifications.

ANALYSIS OF THE CURRENT SITUATION

An analysis of the current qualifications was undertaken, with key findings and issues to be considered, presented to the Governance Group meetings on 22 May and 19 June. The analysis can assist with informing the proposed 'landscape' for qualifications, and the literature review findings further inform and support the process and decisions.

The analysis has considered and identified similarity in the following:

- owners and providers of qualifications
- numbers of qualifications
- level of qualifications
- size of qualifications (number of credits)
- 'categories' of qualifications
- existing 'programme of study' e.g. unit standards, NZDipBus papers
- titles of qualifications, overview of content, and usage where available

FINDINGS FROM INVESTIGATIONS

SUPPLY

There are 243 business qualifications on the NZQF that are part of the review.

1. Qualification owners and organisations accredited to deliver

- There are 70 qualification owners of the existing 243 business qualifications in the review.
- 28 own just one qualification and 11 own two qualifications

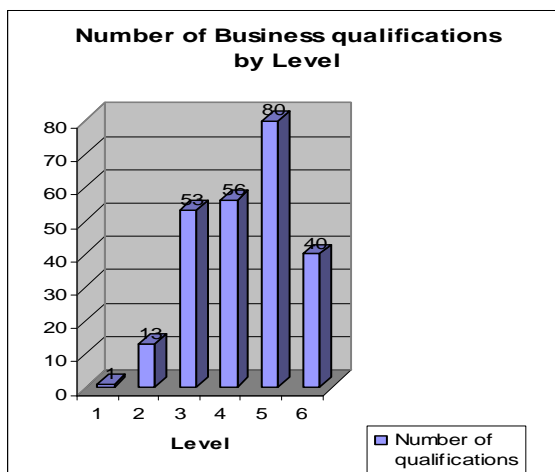
¹ Further detail on the NZQA Targeted Review of Qualifications is contained in appendix 5. Information retrieved August 2012 - <http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/targeted-review-of-qualifications/>

- 25 own between three and seven qualifications
- 19 qualifications owned by NZQA (NQS, MQS, TAM)
- 10 qualifications each - Te Wananga o Aotearoa and Waiariki
- 9 qualifications each - NZIM, Wintec and Unitec
- 8 qualifications each – CPIT and Quantum Education

There are only one or two organisations accredited to deliver 212 of the 243 business qualifications. Seven qualifications have large numbers of organisations accredited to deliver them, with another 23 having between 3 and 26 organisations accredited to deliver them.

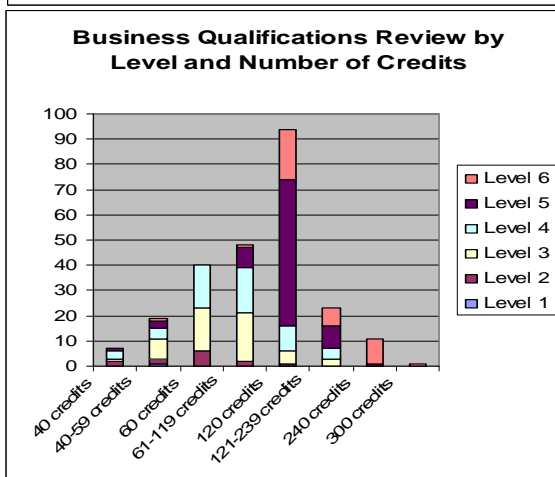
Analysis of qualifications by levels and credit value

- Qualifications of 120 credits at level 5, which is the equivalent of one year of full time study, are most common.
- Nearly a third of the business qualifications are at Level 5 (80)
- There are 94 qualifications of 120 credits, with 58 at level 5, twenty at level 6, and ten at level 4
- There are 40 qualifications of 60 credits. Level 3 & 4 both have 17, with 6 at level 2;
- Level 3 & 4 most likely to be between 60-120 credits
- 11 qualifications at 240 credits – includes NZDipBus that has 60 accredited providers



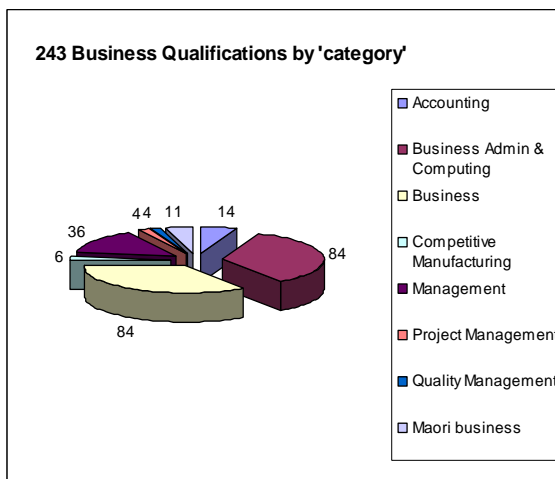
Grouping of qualifications by possible categories

Analysis of the range of existing business qualifications has involved grouping them into categories based on similarity of title or content. The groups are intended as a guide to possible disciplines based on existing supply and demand information.



Following are the categories, with an indication of what has been grouped together.

- **Accounting** – includes accounting technician and banking
- **Business Administration and Computing** – includes specialisations and Business Information, and use of accounting software
- **Business** – includes commerce, small business, entrepreneur, marketing, customer service, foundation, international, export
- **Competitive manufacturing** – largely FITEC
- **Management & Leadership** – includes applied management, strategic management, human resource management, employment relations, supervision/FLM, not for profit, language
- **Project Management**



- **Quality Management** – includes quality assurance and quality systems
- **Māori Business & Management** - includes BusAdmin, applied management, human resource management, employment relations, supervision/FLM, not for profit, language, information management

Following is a summary of the qualifications by category and level.

Qualifications by level, size and 'categories'							
Categories	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Total by category
Accounting				2	8	4	14
Business Admin & Computing	1	10	41	21	8	3	84
Business		1	8	18	39	18	84
Competitive Manufacturing		1	1	2	2		6
Management & Leadership		1	2	8	12	13	36
Project Management				1	2	1	4
Quality Management				1	2	1	4
Maori business			1	3	7		11
Total by level	1	13	53	56	80	40	243

Duplication and similarities

The analysis of business qualifications within this review identifies considerable similarity between a significant number of the qualifications, and an opportunity to reduce duplication in some areas and to reduce the total number of business qualifications in the future.

Information to help when determining the future business qualification landscape is in the breakdown of qualifications by category analysis that is part of this review, and which is attached as Appendix 2. The list includes comments on potential duplication and usage figures where available. The analysis of 'specialty' areas also provides further comment on potential overlap.

To summarise the key findings, there are many similarities in the core components of the business qualifications. Some local qualifications embed national qualifications, NZIM Certificate in Management component papers and NZ Diploma in Business (NZDipBus) component prescriptions. Many of the level 5 and 6 business qualifications are NZDipBus or degree 'exit' qualifications, supporting the literature review findings that there is demand for smaller qualifications in business. The accounting area demonstrates this with 11/14 accounting qualifications using NZDipBus prescriptions as components, with six qualifications of 120 credits at level 5 and a further three at level 6, all with the same title 'Diploma in Accounting'.

A third of all level 6 qualifications are categorised as management and leadership, and there is significant use of NZDipBus prescriptions as components, including some with specialty endorsements such as human resource management (HRM). There is evidence of demand for supervisory or first-line management (FLM) qualifications at level 3, 4 and 5, and for qualifications that include working in teams.

The level 2 and 3 business qualifications tend to be entry level with a focus on literacy and numeracy, and at level 4 there is a leaning towards foundation business and management, and a number with a small business management (SBM) or entrepreneurial focus, or first line management (FLM). More than a third of the business qualifications within the review are categorised as business administration and computing (BAC), and they tend to be at the lower levels with 77% of all level 2 and 3 qualifications being BAC. Many of the BAC qualifications embed national certificates in BAC or Computing, and share similar qualification titles. At level 5 & 6 the BAC qualifications content range appears more similar to generic business qualifications than a BAC specialty.

There is minimal duplication in some specialist areas such as quality management, project management and competitive manufacturing. There does appear to be duplication in qualifications in human resource management, marketing, small business management, first line management (FLM), employment relations and 'applied' management or business.

Some of the existing qualifications have linkages to international qualifications, and some peak bodies in New Zealand have specific requirements for linkages to their professional qualifications, including specialist qualifications in accounting (technician), marketing, management and project management. These factors should be considered when determining the graduate profiles and requirements for the new business qualifications.

DEMAND

Enrolment and completion figures for 2010 from the Ministry of Education

An analysis of the Ministry of Education data in 'Education Counts' provides insights to demand data on enrolment and completions in 'Management and Commerce', and a demographic 'profile' of the students/learners (domestic/international students, full time/part-time, age, gender etc).

The data is categorised using NZSCED Management and Commerce classification with level 1-3 certificates, level 4 certificates, level 5-7 diplomas, bachelor+ degrees. There were:

- 141,520 enrolments in Management and Commerce in 2010, of which 88,940 or 63% were at undergraduate Certificate or Diploma level
- Business and Management made up 54% of total management and commerce enrolments, and half of these were at Certificate and Diploma level
- Office studies accounted for 27% of total management and commerce enrolments in 2010, and most of these were at Certificate and Diploma level
- Accountancy made up 22% of total management and commerce enrolments in 2010, but only 31% were at Certificate and Diploma level (most at degree level)
- 75% of all management and commerce qualification completions are at undergraduate Certificate and Diploma level.

International enrolments - tertiary

- 45,638 international students enrolled in tertiary study in NZ in 2010
- 55% studying towards degrees
- 45% are enrolled in Certificate (20%) or Diploma (25%) level qualifications
- 49% are studying with private providers and 12% with ITPs (16% schools and 20% universities)

Source – Education Counts & Export Education Levy

The literature review states the 2010 Tertiary Education Performance Report published by TEC (pg 18) showed that the area of Management and Commerce enrolled the second highest number of EFTs at 17%. (Society and Culture was the highest at 26%). 58% of enrolments were at degree level and above.

Course and qualification completion figures

Course and qualification completion data goes some way to indicate what students are choosing to study. A summary of usage figures for courses and qualifications, where available, are detailed in the list of qualifications that are part of the review, included at Appendix 2.

Usage figures were obtained from the Tertiary Education Commission (TEC), the New Zealand Qualifications Authority (NZQA) and from the New Zealand Institute of Management (NZIM), for the business qualifications that are part of the review.

There were some challenges experienced in obtaining reliable and complete data relating to qualification and course completions. There are gaps in the information, particularly around local qualifications where no TEC funding is involved. TEC sourced data only includes information from funded providers, so shows an incomplete picture.

The analysis attempts to quantify existing and past usage for some qualifications, and components, and includes:

- information on all NZQA owned qualifications - National qualifications (unit standard) and the New Zealand Diploma in Business (NZDipBus)
- course completion results from TEC sourced data on other (local) qualifications, analysed but limited to coverage of provider qualifications that obtain TEC funding for courses they offer to students
- information provided by NZIM on qualification completions.

An analysis of the TEC data includes course enrolment & completion data for 116 local qualifications, based on student component funding. There were 68,815 local course enrolments in 2011, and 49,751 successful course completions.

Business Administration and Computing (BAC) are the key 'local' qualifications reporting high completions from the TEC data, comprising 63% of the funded course completions in 2011.

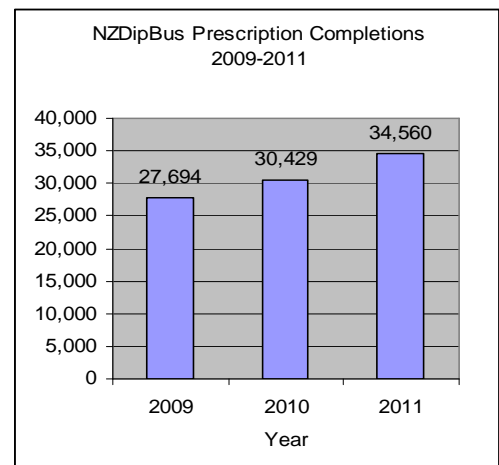
The following table shows the TEC reported course completions for business qualifications for 2011. Level 4 courses show the highest number of completions, and there was data for 26 level 5, 120 credit business courses/qualifications with 'specialties'.

TEC reported business qualification review course completions 2011

Level	1	2	3	4	5	6	Total
Number of qualifications	1	8	29	28	33	15	114
2011 Course Completions	0	5,504	11,224	26,634	5,318	1,068	49,748

The New Zealand Diploma in Business is a Level 6, 240 credit qualification with 751 completions in 2011. There has been a 26% decrease in qualification completions since 2009, but a 25% increase in prescription completions from 27,694 to 34,560 during the same 2009-2011 period. This suggests significant increase in use of prescriptions as components towards other local 'exit' qualifications.

The list of qualifications at appendix 2 contains columns to show usage figures for courses and qualifications where available.



LEARNER PROFILES

The literature review points out that the needs of learners are diverse and range from those wanting to achieve a full qualification prior to entering business to those already in work and needing to access learning around a small group of learning outcomes. Not all students want, or are able to, pursue a pre-determined qualification or pathway. There will always be the need for a significant vocationally oriented qualification for those wanting to pursue a career in business. The following are some of the factors influencing the choices that people make in relation to the options available to them:

- students wanting to gain a full business qualification prior to entering the workforce
- employees i.e. those already in the workforce, wanting to gain or finish a full business qualification to advance their careers
- employees needing to up-skill in a specific area of business
- those seeking employment who might need specific skills to enter a business environment
- employers and SME owners wishing to improve productivity and profitability of their business

It is important to try to understand the learner groups to ensure the new qualifications enable programmes to be developed to meet the particular needs of different target markets. There are several segments of the market which may include:

- **Employer sponsored learners**
This segment seeks training and/or qualifications designed for workplaces or for workplace sponsored students. Workplace based learning and recognition of practical experience is significant here.
- **Up-skilling adults**
This segment is made up of mature students, some of whom may have technical qualifications already, but who are now seeking business, management or leadership qualifications. Generally part time learners who are in the workforce, and may consider a pathway that includes some recognition of experience, although often not just wanting to be credentialed but to learn new ways to do things. Learners wanting to diversify into a new work area may be included here.
- **Second chance learners**
This segment of the market is generally made up of adults that left school with few or no academic qualification, that are now seeking a qualification. There are also literacy and numeracy issues that need to be considered when designing qualifications for this segment.
- **Students**
This segment of the market is generally made up of full time students, seeking a business qualification prior to entering the workforce. Work relevant learning and programmes that meet student loan requirements are factors for this segment of the market.
- **International students**
International students make up a significant proportion of learners. Recent changes to immigration rules surrounding the study to work visas will impact on demand for qualifications by this sector of the market. Two years of study is now required – either as one qualification or a level 5 and level 6 qualification. There is a need to ensure that English language capability is integrated into the learning.
- **Secondary school students**
This segment of the market is generally made up of year 11-13 business studies students, and may include students that select vocational sector pathways. In many schools these are the students that are disengaged from traditional academic

pathways and are instead offered options that have a more practical applied approach to learning. The youth guarantee initiative doesn't specifically include business as new achievement standards have been developed, but vocational sector pathways include a range of core areas that could be part of foundation business studies or business administration qualifications.

- **Māori and Pasifika learners**

Learners may be in the groups above, but have the additional aim of integrating language and culture to the business and management learning and qualifications.

FUTURE FOCUS

The external environment in which we operate is changing and developing rapidly, and we need to change to meet its new demands. More than that, to continue to be relevant we are going to need to anticipate the unknown challenges of the future. A major change is taking place in communication technology, and this will drive new ways of doing business.

Planning will be for learning for future business. The need for good business practice will never be greater, but the parameters of practice will be constantly changing. We need to anticipate that teaching and the learning environment will be changed, businesses will need to adapt to meet the effects of energy and other resource shortages and changes in the natural environment; our society will be different demographically, culturally and organisationally; and businesses will increasingly operate globally, collaboratively and virtually. The issues faced by businesses and managers, their mode of operation, and the nature of management and governance are likely to be transformed.

Hierarchical structures in businesses are being replaced by project teams, task forces, networked and virtual organisations². Competence may sit with teams rather than individuals. Consultants may be working with several different and even competing organisations or teams. The structure of companies is ever changing, with services being contracted out to subsidiaries or independent specialists. Supply chains are increasingly complex and global.

Significant changes in the workforce have been predicted for some time as jobs adapt to technological changes and external economic factors. The New Zealand Department of Labour³ has predicted that Management occupations would experience the highest level of growth of all of the occupational groups over the next 10 years.

Detailed projections for specific occupational classifications are:

- Management occupations are projected to grow most rapidly over the next 10 years, an increase of 62,000 jobs over 10 years (1.7%pa)
- Technicians and Associate Professional occupations are expected to grow by 1.3% pa (39,000) over the next 10 years
- Clerical occupations are expected to remain at their current level, continuing a longer term decline in share of jobs in the labour market. A slight increase of 0.1% means approximately 20,000 additional jobs between 2009-2019.

The literature review states that relying on specific jobs as we know them now is no longer adequate to inform curriculum development; therefore a very close relationship with industry is needed to identify future needs, and to ensure graduate success in labour markets. The value of such a relationship is demonstrated in a case study from the Copenhagen Business School where research partnerships, student projects in industry, advisory boards, the use of external examiners, and alumni were all used to gain continuous input to curriculum development.

² Hales, B. and Horsley, J. (2008) *A New Zealand Professional Diploma in Business. Teaching and learning in the twenty-first century.*

³ [Skills Challenge Report](#)

The ageing population is expected to constrain the labour force and economic growth, and sharpen the focus on developing and utilising the existing skills of the workforce. It is expected that a high proportion of jobs will require regular up-skilling, which may largely be on the job, and personal traits such as communication skills and attitudes are going to be increasingly important.

In the Tertiary Education Commission (TEC) recently released guidance on funding⁴ for foundation education at levels one and two, there is clarification around Government's policy objectives, how the TEC will allocate funds, along with eligibility and reporting requirements for foundation education funded provision. It also states that foundation skills include not just literacy, language and numeracy (LLN, which includes digital literacy), but also life and communication skills that prepare learners for further study or for entering/re-entering the workforce. This is likely to impact the current level 2 business qualifications.

There is a clear link between findings in the review and the goals of the Government through the work of the Productivity Commission⁵, which states that lifting productivity is partly influenced by:

- the attitude and effort of employees toward ongoing training, finding business improvements and helping beneficial change
- the quality of education and the attitude of students to the value of learning and skill development

The literature review has highlighted a tension between the government strategy of increasing the achievement of higher levels of qualifications, which by their nature are lengthy, and businesses with an expressed need for those that are shorter, and highly relevant. The graduate outcomes may therefore need to be quite broad to be able to accommodate the needs of specific industries.

The literature review surmises the need to consider smaller sized qualifications or limited credit programmes (LCPs) covering a group of learning outcomes targeted particularly at people already in work or those wishing to up skill or change careers. These could be developed as staircased pathways to the achievement of qualifications in order to focus on immediate needs for learners but with the opportunity to collect these toward the achievement of a larger qualification.

The Skills Challenge Report (p21) also states that New Zealand needs to better utilise skills, and that the low level of growth in labour productivity is an indicator of under-utilisation of skills. Reasons for sluggish productivity growth include the need to raise management capability, and improving people management would be an effective way to better utilise the skills of existing staff and boost their productivity levels.

In the Skills Challenge Report (p41), the New Zealand Department of Labour has forecast that the strongest growth in demand (averaging 6% p.a.) is for people with intermediate level vocational qualifications across a wide range of occupations in the next 10 years, driven particularly by management and professional occupations.

The following table shows the projected annual percentage growth in occupational demand, grouped by qualification type, 2009-2019.

⁴ Appendix 6 provides an extract of the TEC document on foundation education funding <http://www.tec.govt.nz/Documents/Forms%20Templates%20and%20Guides/Levels-One-and-Two-Supplementary-Plan-Guidance-2013.doc>

⁵ New Zealand Productivity Commission. *How is productivity lifted?* <http://www.productivity.govt.nz/about-productivity/how-is-productivity-lifted>

Occupational demand projections grouped by qualification 2009-2019	annual % growth	annual % growth
	Clerks	Managers
- no qualification	-2.6%	-6.7%
- school qualification	-2.9%	-2.4%
- basic vocational	+0.9%	+2.6%
- skilled vocational	+6.5%	+6.8%
- intermediate vocational	+4.9%	+7.8%
- degree and advanced vocational	+2.8%	+2.2%
TOTAL	+0.1%	+1.7%

Source: Skills Challenge Report p.41 – table 12

The report (p8) also comments on the changing nature of skills required, including a conceptual framework of skills and productivity (p8), and greater emphasis on skills associated with “knowledge work” e.g. cognitive skills such as abstract reasoning, problem solving, communication and collaboration with clients and colleagues.

The report (p30) also mentions employers’ perspectives on skill levels that need to be improved, with particular mention of ‘soft skills’ including customer service and sales skills, team working skills, oral communication, and management/supervisory skills.

The literature around educating for business is diverse and at times contradictory. What is clear is that the business world appears to be placing a greater emphasis on the need for “soft-skills” suggesting that graduate outcomes should include some reference to being able to work constructively with clients/customers and internal staff.

To be effective and appeal to students, future qualifications and programmes of study may need to be different in their process as well as their content. They need to be made meaningful to the learners and useful in terms of their work practice, and they need to be designed to prepare learners to cope with uncertainty and change.

Qualifications will need to be capable of adaptation to meet changing circumstances – will need in short to embrace and welcome change. They will need to be accessed using communication and relationship practices appropriate for the new generations of learners. Academics and teachers need to provide guidance through the avalanche of information, rather than being guardians of knowledge. The qualifications need to provide learners with the confidence, business skills, understanding of possibilities and parameters, disciplines and ethical principles – in short the capability of getting there.

Over the next decade New Zealand’s ethnic make up is going to change fairly dramatically and New Zealand will be hugely more multicultural than it is now. This will lead to many, as yet unknown, challenges. This will need to be considered in the design of the future structure of business qualifications in New Zealand. Appendix 7 provides additional information on Māori business and the Māori economy, and this is also reflected in the Māori business specialty area which follows.

Some key areas that need to be addressed include determining sufficient supply and demand for the future range of business qualifications. Decisions will be required around what is ‘similar/different’ between a generic qualification with strands/focus and a ‘specialist’ qualification. e.g. Diploma in Business & Management (Accounting) compared with Diploma in Accounting. Development must allow for the range of different learner needs, and ensuring that each qualification allows a variety of programmes of study to be developed to meet the requirements.

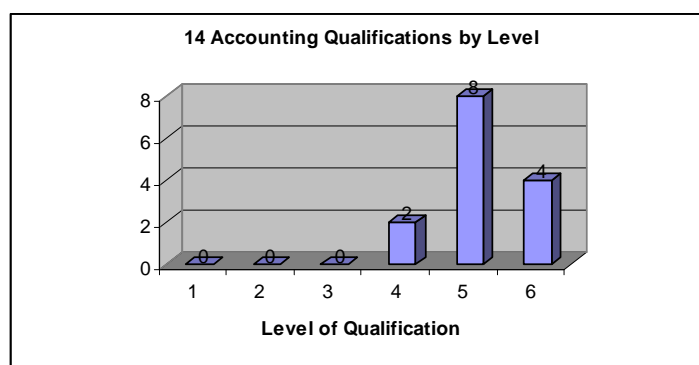
ANALYSIS OF SPECIALTY AREAS

Following is an analysis of the existing business qualifications that are part of the review, grouped by potential specialty areas identified. Attached as Appendix 2 is a detailed listing of the qualifications included in this review.

ACCOUNTING

According to Ministry of Education figures, accountancy made up 22% of total management and commerce enrolments in 2010, but only 31% were at Certificate and Diploma level.

Existing accounting qualifications make up 10% of all the Level 5&6 business qualifications in the review. There are 14 'local' accounting qualifications in total - two at Level 4, eight at Level 5, and four at Level 6. There is only one provider for each qualification, and the qualifications range in size from 40 to 250 credits, with most being 120 credits, and comprised of NZDipBus papers.



All the existing qualifications are 'local', so there is limited usage data. 595 course completions were identified from TEC course completion data for five of these local qualifications. Prescription usage data for NZDipBus accounting papers shows over 6,000 course completions in 2011, one of which is a core paper for the NZDipBus and the balance are optional accounting focused papers.

There is evidence of demand for a business qualification with an accounting specialty, at levels 4-6, with academic and employment pathways clarified by New Zealand Institute of Chartered Accountants (NZICA) feedback. There is no specific future forecast for this specialist field, but the Skills Challenge report does show 'Technicians and Associate Professional' occupations are expected to grow by 1.3% pa (39,000) over the next 10 years. Accounting technicians may be considered in this category.

NZICA does not necessarily require a separate specialist qualification, but does require specialist visibility (ideally via an accounting strand of a generic business qualification) similar to the situation at present with the NZDipBus, where NZICA specify topics that potential College of Accounting Technician members must complete in order to meet the academic requirements for that College.

NZDipBus prescriptions are the core components of most (11) of the 14 existing local qualifications grouped as 'accounting', and there is both duplication and significant demand for these qualifications. The existing NZDipBus accounting focused component papers could guide outcomes for future accounting qualifications, which form the primary academic pathway for entry to the NZICA College of Accounting Technicians.

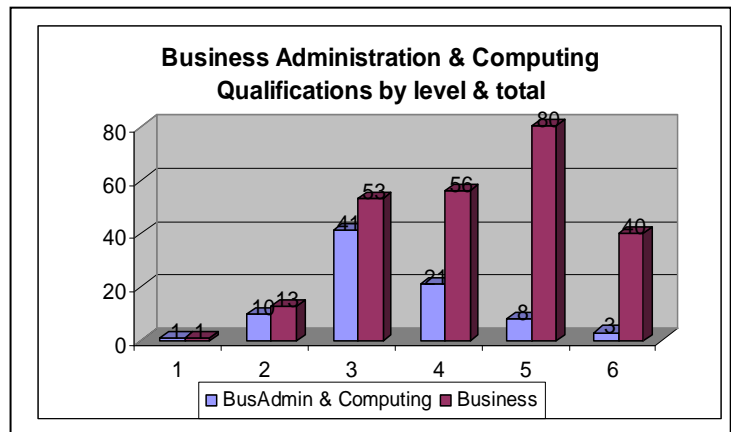
The term "Accounting Technician" covers a wide range of key accounting roles, from Finance Administrator to Head of Finance. Accounting Technicians play a key role in a wide range of businesses, from small enterprises through to the largest corporates – either as the single expert in a small business or a member of a finance team. One of NZICA's strategic objectives for 2012/2013 is to grow the College of Accounting Technicians.

Business Administration and Computing

According to Ministry of Education figures, “office studies” made up 27% of total management and commerce enrolments in 2010, and most of these were at Certificate and Diploma level. There is very high usage data for business administration qualifications, as demonstrated by both national qualification and TEC funded course completion data. Demand at lower levels is fuelled by fees free provision by TEOs. (see appendix 6 re TEC funding and foundation learning)

There are 84 existing Business Administration & Computing qualifications which make up 35% of total business qualifications in the review. They contribute 77% of Level 2 & 3 business qualifications, and 38% of level 4 business qualifications in the review.

- Most include use of computer applications for business, and may include computerised bookkeeping applications
- Many have broader focus to include clerical and business procedures
- Many have business communication skills and some with HR as you move up through the levels
- Some include customer service, and/or a focus on employment skills.
- Specialisations available include PA/EA, legal executive, administrators (office or team), office managers, accounts/finance



There is evidence of demand for a progressive suite of business administration qualifications from level 2/3 to level 5/6, based on current supply and demand. However, the Skills Challenge Report indicates the forecast demand for clerical occupations is expected to remain at the current level, continuing a longer term decline in share of jobs in the labour market. A slight increase of 0.1% means approximately 20,000 additional jobs between 2009-2019.

The Association of Administrative Professionals New Zealand (AAPNZ) supports the development of a specialist strand in administration in the proposed generalist Level 5 Diploma in Business, and a Level 5 Certificate in Business Administration (60 credits) to gain or demonstrate advanced skills in business administration. They also support the retention of a specialist qualification at level 4 in business administration, and retaining some form of level 2 foundation/business administration and computing qualification.

AAPNZ advised that workplace assessment is seldom or perhaps never undertaken at Level 2 in business administration. However it was noted that polytechnics and private training establishments do use level 2 BusAdmin qualifications for specific groups for training purposes

- return to work candidates where business administration skills, especially technical, had fallen behind current trends and confidence was low
- new immigrants to assist with ensuring basic work environment skills and knowledge within the New Zealand environment and also to build confidence
- young people who have left secondary school without any qualifications

AAPNZ recommend that this qualification be considered as an educational foundation qualification rather than a specific qualification in business administration.

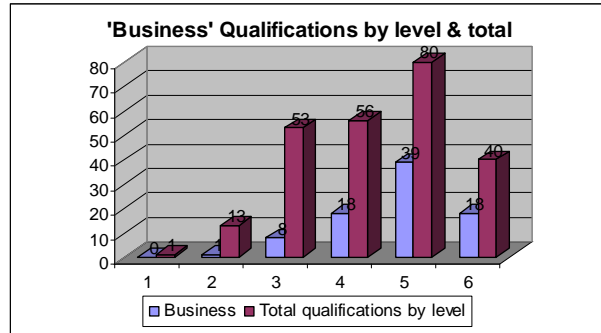
Analysis of the progression of the 3,849 graduates of the level 2 National Certificate in Business Administration and Computing 2007-11, shows that nearly half of these graduates have at least one additional qualification. There is a wide variety of different types of additional qualifications, with most being at level 2 or 3, and only 12% of additional qualifications currently at level 4 or above.

Business

According to Ministry of Education figures, Business and Management made up 54% of total management and commerce enrolments in 2010, and half of these were at Certificate and Diploma level.

There are 84 'business' qualifications in total, with only one at Level 2 (basics, literacy/ numeracy focus), eight at Level 3 (entry level), 18 at Level 4 (several embed NZIM papers), 39 at Level 5 and 18 at Level 6 (many NZDipBus or degree exit qualifications).

'Business' qualifications make up nearly half the qualifications at Levels 5 & 6 in the business qualifications review, and some have links to overseas qualifications. The qualifications range in size from 40 to 300 credits.



With significant numbers of existing providers using NZDipBus and related programmes, NZDipBus component papers could assist with guiding outcomes for future qualifications. There is some usage data, but local qualification usage is limited to TEC course completion information.

Usage - Qualification and course completions	2	3	4	5	6	Total
# of Business qualifications by level	1	8	18	39	18	84
Local course completions (TEC)		1,807	6,965	2,304	606	11,682
... from # of qualifications with TEC usage		3	7	16	8	34
Local SBM/Entrepreneur course completions TEC		348	6,505	211	-	7,064
... SBM/Entrepreneur focus with TEC usage		1	3	2		6
National qualification completions	N/A	-	59	1,199	644	1,902
NZDipBus qualification completions	N/A	N/A	N/A	N/A	751	751
NZDipBus prescription completions (NB: 14 not specified to low usage prescriptions)			5,282	19,645	11,311	36,252

There is a diverse range of qualifications that are grouped as 'business', including qualifications in areas such as Marketing and e-business, Export, International business, Business Communication, Human Resources, Health Management, Maori Business Development, Operations Management, Entrepreneurship, Marketing and Customer Service, Public Sector Management. There appears to be demand for both 'specialist' and/or endorsed generic qualifications.

There are a number of similar core components in a range of these qualifications including communication, management, marketing, accounting, law, economics, information systems/ computing, statistics/maths, research skills, problem solving, business principles/environment, strategy, managing financial and people resources.

With the drive to improve literacy and numeracy and in recognition of the international students studying business qualifications, integrating English language learning into business qualifications could be an attractive option.

The Business Operations Survey conducted by Statistics NZ in 2008 identified considerable variation between the skills identified by the different industry groups as needing improvement. However, overall the most common skill identified was customer service or sales skills (27%), followed by team working skills (22%) and oral communication (21%).

New Zealand has a predominance of small to medium enterprises (SMEs), with 96% of New Zealand business enterprises categorised as SMEs. Business New Zealand favours a short

course focus, and the NZTE Capability Development Voucher system may be available to eligible businesses through the Regional Business Partner Network for capability building for SME owners.

The needs of current and future self-employed people, those thinking of starting a business, and those involved with SMEs need to be considered in the suite of proposed business qualifications. Whilst there is significant existing demand for SME type qualifications at level 4, there is limited evidence of demand for higher level specialist qualifications for SMEs in New Zealand. The suite of business qualifications should be designed to be flexible enough to allow programmes to be developed that allow application in a range of contexts, including SME settings.

The Human Resource Institute of NZ (HRINZ) supports the inclusion of HR as a specialist qualification, although this could be as an endorsement of a generic business qualification. The Marketing Association supports the inclusion of marketing as a specialist qualification, which should follow the professional marketing standards framework, endorsed by the Chartered Institute of Marketing.

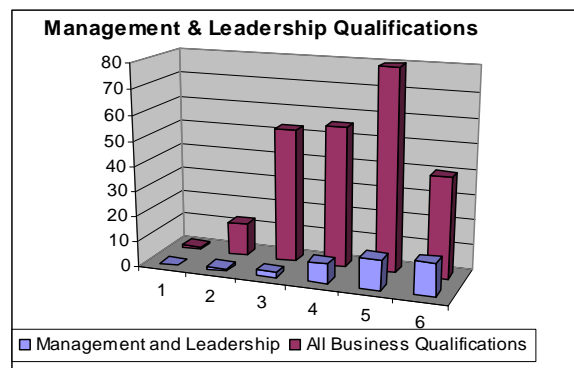
The Combined Trade Unions (CTU) advise that there is a need for more emphasis on Workplace Relations levels 2 and 3, appropriate for leadership roles either within union structures or first line management. The CTU sees qualifications in the workplace relations domain developing as an integrated learning pathway with Certificates at levels 2 to 5, and connections between the qualifications that lead to learning and skill progression. Detailed advice on the proposed content at each level has been provided by the CTU.

Management & Leadership

According to Ministry of Education figures, Business and Management made up 54% of total management and commerce enrolments in 2010, and half of these were at Certificate and Diploma level.

There are 36 'Management and Leadership' qualifications that are part of the review. 15% of the overall business qualifications are categorised as Management & Leadership; with one third of all level 6, and 14% & 15% of levels 4 & 5 respectively.

The management and leadership qualifications range in size from 44 credits (level 2) to 240 credits (level 6), with 14 at 120 credits; and include HRM and applied qualifications. There is only one qualification at Level 2 (Employment Relations - ER), two at Level 3 (FLM), eight at Level 4, with 12 at Level 5 and 13 at Level 6.



Twelve 'Management and Leadership' qualifications use NZDipBus prescriptions as components, including the NZIM Diploma in Management which has 39 organisations accredited to deliver, including many PTEs which focus on international students. Recent changes to immigration visa requirements for international students suggest that there will be demand for a two year full time programme of study (240 credits) at a minimum of level 5, or two progressive one-year qualifications at level 5 and 6.

The following table shows course or qualification completion data for some of the qualifications.

Usage - Qualification and course completions	2	3	4	5	6	Total
# of Management and Leadership qualifications by level	1	2	8	12	13	36
Local course completions (TEC)	N/A	N/A	226	157	127	510
... from # of qualifications with TEC usage			3	3	5	
NZIM qualification completions			346	1,515	41	1,902
National qualification completions	45 (ER)	914 (FLM)	856 (FLM)	4 (PSM)	N/A	1,819
Accredited organisations	1	34	50			
NZDipBus qualification completions	N/A	N/A	N/A	N/A	751	751
NZDipBus prescription completions (NB: 14 not specified to low usage prescriptions)			5,282	19,645	11,311	36,252

There is evidence of demand for qualifications in first line management, and a need for a range of management/leadership qualifications that include human resource/people management and other areas of management. Analysis of the progression of the 4,288 graduates of the level 3 National Certificate in Business (First Line Management), 2007-11, shows that nearly a third of these graduates have at least one additional national qualification. There is a wide variety of different types of additional qualifications, and just over half of the additional national qualifications are at level 4, with 57% at levels 4 to 6.

Conceptual frameworks, technical competencies, best practice in relevant disciplines, and demonstrating application of learning, are terms used in the range of qualifications that are grouped as Management and Leadership. Content includes management functions, interpersonal and workplace communications, problem solving and decision making, information and record management, research and applied management, critical thinking in management context, change management/dynamics, strategic planning and management, innovation, risk analysis, marketing, governance, leadership, HR, operational management, organisational behaviour, coaching / empowerment.

The Skills Challenge report (2011) forecasts demand for skills in Management occupations is projected to grow most rapidly over the next 10 years (increase of 62,000 jobs over 10 years – 1.7%pa). When commenting on the “*Management Matters*” research, the report noted that “better management could generate substantial improvements in productivity through getting higher productivity from existing staff and capital.”

The literature review identifies national and international research which shows that improving management skills, in particular people management, is needed to lift productivity. Skills required were listed as leadership and management, developing management systems and techniques, team building, as well as planning, delegation and financial management, along with management systems, marketing, and computing.

Management and leadership could be re-grouped with ‘business’ and become ‘business and management’, with further endorsements to generic qualifications; along with possible specialty qualifications in Management and Leadership, Human Resource Management or People Capability, with level 3 and 4 FLM options. Team working skills were identified by industry groups as the second most important skill needing improvement, and there may be a need for flexibility in a qualification design to enable someone to prepare for leading teams before they actually supervise other people (required for current FLM qualifications).

There was varied feedback from peak bodies about the need for specialist qualifications in a range of management and leadership related fields. There was strong support for retaining FLM type qualifications for team leaders and supervisors, and also for applied leadership/management qualifications at higher levels. The Contact Centre Sector Review Group (SRG) made strong recommendations about the need for FLM at level 4 and provided detailed suggestions on the expected skills and knowledge for graduates of this and a business management qualification at level 5. (see appendix 3)

Feedback indicates a strong desire to maintain a public sector relevant qualification, supporting a modified 'Applied Leadership' qualification. This qualification would be well utilised within the uniformed branches of the public sector in particular, but would have application to other areas of the public sector with staff operating in their respective field. Applied leadership qualifications would also support a key government programme, *Better Public Services*, by contributing to the development of staff to achieve stronger leadership, the right culture and capability within the public sector.

The Institute of Directors (IoD) firmly advocates the relevance of good governance knowledge for all organisations, although this may be as an option within a general qualification. The IoD advocate that there should be opportunities for learning how governance operates and how good governance structures, process and the discipline associated with their application, adds value, promotes efficiency and sustainability and confers a comparative business advantage. Business owners and future directors/trustees should benefit from the availability of courses leading to qualifications that demonstrate an understanding of key concepts, general principles and their effective application. Given the universal appeal qualifications may be represented at various levels and complexity – theory and applied, segmented sectoral interest (governance in the public, NFP, commercial etc). The high level outcomes would clearly be a clearer understanding of governance effectiveness and best practice which should translate into better performance.

Project Management

There are currently four project management qualifications that are part of the review - one at Level 4, two at Level 5 and one at Level 6. They range in size from 70 to 120 credits, and there are low completions for the relatively new national qualifications.

There is no specific future forecast for this specialist field, but the Skills Challenge report does show 'Technicians and Associate Professional' occupations are expected to grow by 1.3% pa (39,000) over the next 10 years. Project Managers may be considered in this category.

The profession of project management is a relatively young one and there is increasing development and offerings of project management training in all forms. The Project Management Institute (PMI) advises that the development of credentials has been an iterative process subject to international best practice for the development of professional qualifications for the past 15 years, and as such recognises and reflects industry demand for the skills and knowledge that holders of the credentials should have.

The Project Management Institute (PMI) offers a range of project management credentials and advocates very strongly that for those people looking to gain a project management credential to enter the profession that they also be required to obtain the Certified Associate in Project Management (CAPM) credential as part of their study. PMI believe that these steps will enhance the development of project management as a profession within New Zealand. The specific audience would be those people new to the profession of project management, and those people wishing to enter the profession.

The New Zealand Industry Training Organisation (NZITO) feedback advises that project management is a specialist subject that sits within the structure of many businesses. Often the person seeking a qualification in this area has already gained qualifications in another discipline (i.e. electrical or civil engineering, manufacturing etc). From that point of view project management qualifications should not become an add-on to any other business qualification. In their experience with project management, the people who seek the qualification want to formalise what they are already doing in their working life.

Consideration could be given to the need for specialist qualifications and/or an elective component of a generic business qualification.

Competitive Manufacturing

There are six qualifications that are part of this review - three national qualifications (Levels 3, 4 & 5), and three local qualifications (Levels 2, 4 & 6). There has been high usage of the qualifications reported.

The literature review identified *Management Matters (2010)* research which explained that better management could substantially improve productivity. The *New Zealand Management Practices and Productivity global benchmarking project (2010)* identified people management as the weakest area for New Zealand manufacturers, rating New Zealand 14th out of 17 areas.

The Competitive Manufacturing Consortium is made up of 12 ITOs primarily from the manufacturing sector or who have coverage in sectors that include a manufacturing or processing area. The member ITOs recognise the need for systems, practice concepts and approaches that lead to improved performance primarily in terms of productivity efficiencies in the manufacturing sector.

The Consortium strongly supports, as an outcome of the mandatory review, the retention of the Competitive Manufacturing qualifications as stand alone specialist qualifications rather than be integrated as a strand of a more generic business qualification. This supports the purpose of the Consortium and its member industries.

Competitive Manufacturing qualifications are a by-product of the implementation of productivity initiatives within enterprises and are a key strategy for manufacturing businesses in New Zealand to ensure sustainability and future development. The qualifications align industry training in Competitive Manufacturing (CM) techniques as a common set of NZQF standards and qualifications that are fit for purpose, and provide the widest possible recognition of skills. In the foreseeable future, the Consortium report that it expects trainee growth to be maintained at 2011 levels or better.

These are specialist technical qualifications, with some links to productivity, management of change, and continuous improvement. They appear technically specialist enough to be treated outside the scope of the generic business qualifications being reviewed.

The Consortium members are able to manage the working group consultation process on behalf of and with the Governance Group to ensure industry input into the review.

Quality Management

There are only three current quality management qualifications that are part of this review – one at each of Level 4, 5 and 6. They range in size from 50 to 90 credits, and all are Certificate qualifications. There is very low usage of the level 4 national qualifications, and no data is available on completions from local qualifications.

There is no specific future forecast for this specialist field, but the Skills Challenge report does show 'Technicians and Associate Professional' occupations are expected to grow by 1.3% pa (39,000) over the next 10 years. Quality Managers may be considered in this category.

The New Zealand Organisation for Quality (NZOQ) requested quality related qualifications be considered separately but as part of the business qualifications review. The question may be around whether they are considered 'specialist' qualifications or part of an endorsed generic qualification. The NZ Organisation for Quality has an interest in these qualifications and would be involved in any specialist considerations.

Māori Business and Management

There are eleven Māori business and management qualifications at levels 3-5 that are part of this review; one at Level 3, three at Level 4, seven at Level 5. These include some with a Business Administration and Computing, or Accounting focus. The qualifications range in size from 50 credits to 132 credits, and all Level 5 qualifications are 120+ credits.

There is very low usage of national qualifications, including the strand within the National Diploma in Business. However, TEC data shows several qualifications offered by Wananga with strong course enrolment and completion figures.

Usage - Qualification and course completions	3	4	5	6	Total
# of Māori Business qualifications by level	1	3	7	0	11
Local course completions (TEC)		1,320	1,081	N/A	2,401
... from # of qualifications with TEC usage		1	6	N/A	7
National qualification completions	0	1 (2010)	0	N/A	

The literature review identified that education, training and improved labour market participation are seen as significant areas of focus to lift the income levels of Māori households and subsequently improve socio-economic well-being. Increasing Māori achievement is also a consistent goal throughout government and the tertiary education sector as currently Māori achievement of qualifications is well below that for non Māori.

The literature review identified that performance and productivity of the Māori economy is likely to improve by moving the focus from iwi to whānau, paying attention to:

- strengthening capability, particularly in financial literacy and vocational and business skills
- increasing collaboration by leveraging economies of scale and partnerships with Government
- generating growth and increasing productivity and innovation; and
- using comparative advantage of cultural values and the concept of 'brand Māori'

A Māori worldview places a high value on knowledge, although some aspects may be entrusted to only a few members of the whānau (Papuni and Bartlett 2006). How this might affect the design of qualifications is not clear but raises a possible topic of discussion around 'team competencies' whereby a group collectively hold the skills required for a role. This would challenge traditional ideas of qualifications being particular to an individual but might be consistent with the calls for greater levels of team-work in organisations.

Consideration needs to be given to how new qualifications may meet the requirements of Mātauranga Māori. Expertise is required to determine the distinctness and decide where specialist qualifications are required, versus strands in generic qualifications.

At the initial qualification development hui, the Māori Business Qualifications Working Group (MBQWG) identified that training providers need to be encouraged to offer programmes which offer the Mātauranga Māori Quality Assurance Mark, and where appropriate, qualifications should be submitted under the Mātauranga Māori Evaluative Quality Assurance model. The MBQWG recognised that this pathway will help advance the use of mātauranga Māori and meet the needs and aspirations of ākonga, their whānau, hapū, and iwi; and is vital if we are serious about accelerating Māori learner success.

The development of the Māori Business and Management qualifications should be underpinned by concepts of: whanaungatanga; manaakitanga; whakapapa; wānanga; rangatiratanga; and whānau, hapū, iwi, hapori. It is critical that these concepts are also expressed in the

programmes leading to the award of these qualifications, through appropriate levels of tikanga and te reo, to advance Māori business leadership.

The qualifications should encourage training providers to create programmes that examine the business aspects of Māori in business, but graduates should have knowledge of te reo Māori and tikanga Māori so they can engage fully with Māori and Māori organisations. Tikanga and reo must be implicit (or explicit where appropriate – eg wānanga, marae-based PTEs, Māori PTEs) aspects of the qualification for it to be uniquely and genuinely Māori, and to provide context; however, they should not create barriers to achieving Māori business qualifications.

Further information on Māori business and the Māori economy can be found in appendix 7.

Designing qualifications for the future

Qualifications and programmes may need to be different in their process as well as their content, to be effective and appeal to students.

Qualifications will need to be:

- relevant and meaningful to the learners;
- useful in terms of their work practice;
- designed to anticipate and adapt to the unknown challenges of the future;
- preparing learners to cope with uncertainty and change;
- accessible using technology and practices appropriate for the new generations of learners, and in a variety of contexts.

Considerations for designing the future landscape include determining:

- What is needed? Taking a future focus is important, informed by the literature review, trends, peak body and stakeholder feedback.
- Who is the target market and how well will each proposed qualification meet a target markets needs? Consider the similar and different requirements for workplace learners, international and domestic students, full time/part time learners, Māori and Pasifika learners, secondary-tertiary pathway learners, second chance learners; and ensure each qualification allows a variety of programmes of study to be developed to meet the requirements.
- How many qualifications in total? What to do with 'outliers' – qualifications that don't fit the basket of new qualifications.
- Level and size range of qualifications – consideration of 40-45, 60 & 120 credit qualifications across a range of levels. Is there still a place for a 240 credit qualification at some level/s, or for smaller modules/limited credit programmes at lower levels which can build to larger qualifications? Be mindful of education pathways and cross crediting.
- How should the future 'generalist' and 'specialist' qualifications be determined? Decisions around what is 'similar/different' between a generic qualification with strands/focus and a 'specialist' qualification. e.g. Diploma in Business & Management (Accounting) compared with Diploma in Accounting. Will there be guidelines as to what proportion of a qualification should be 'technical/specialist' to be deemed a separate specialist qualification?
- Political and economic drivers, and the match of these to the 'structure' of what is proposed. TEC, Studylink, MoE, Immigration policy impacts on learners.
- Confirmation of sufficient supply of learners and demand from end users is required.

The qualification outcome statements for each qualification will detail the distinctness of each in the proposed basket of new qualifications, and proposed linkages between them.

Initial documentation must include:

- Strategic purpose statement
- Graduate profile
- Education and employment pathways
- 'Titles' of new qualifications
 - Qualifications with any designators and qualifiers (designator should relate to NZSCED classification where possible)
 - main disciplinary emphasis e.g. business and management
 - Qualifiers e.g.
 - discipline [sub-field]
 - strand [1+ specialties]
 - focus [Applied, Advanced, Introductory]

The needs analysis report has been compiled to inform the decisions of the Governance Group when designing the future range of business qualifications. The conclusions reached are exemplified in the executive summary. The addendum: *Proposed business qualifications* endeavours to identify the links between the proposed qualifications and justification supported by the needs analysis

APPENDIX 1: Literature Review

Review of Business Qualifications for the New Zealand Qualifications Framework Literature Review

EXECUTIVE SUMMARY

The skills and knowledge required for business tend not to form a coherent body of knowledge. Instead we are faced with a collection of technical skills and abilities including personal attributes that may be deployed in a large range of industries and at many different levels. Well developed business skills are required for high performing workplaces and for businesses to gain competitive advantage. Designing qualifications for such a diverse area presents challenges and will require a high degree of flexibility.

The literature around educating for business is also diverse, fragmented and at times contradictory. What is clear however is that the business world appears to be placing a greater emphasis on the need for “soft-skills” suggesting that graduate outcomes should include some reference to being able to work constructively with clients/customers and internal staff.

National and international research shows that improving management skills, in particular people management, are needed to lift productivity. Other areas include management systems, planning, delegation, marketing, and computing.

The needs of learners are also diverse and range from those wanting to achieve a full qualification prior to entering business to those already in work and needing to access learning around a small group of learning outcomes. There will always be the need for a significant vocationally oriented qualification for those wanting to pursue a career in business. Research related to Pacific people has highlighted the lack of pathways available to degree qualifications for those studying at private training establishments or involved in industry pathways. This is likely to be an issue for the wider system.

Ninety-six percent of New Zealand business is small to medium size enterprises and whilst one study showed that 19% of businesses were critical of the relevance of the training available a much larger 40% cited a lack of time as the reason for the lack of training. This suggests the need to consider smaller sized qualifications or limited credit programmes (LCPs) covering a group of learning outcomes targeted particularly at people already in work or those wishing to up skill or change careers. The Irish qualifications framework provides an example of how this might be achieved.

This review has highlighted a tension between the government strategy of increasing the achievement of higher levels of qualifications, which by their nature are lengthy, and businesses with an expressed need for those that are shorter, and highly relevant. The graduate outcomes may therefore need to be quite broad to be able to accommodate the needs of specific industries.

Introduction

This paper is intended to inform the review of business qualifications at levels 1-6 on the New Zealand Qualifications Framework (NZQF). This is part of a programme of work being undertaken by NZQA to reduce the number of qualifications on the NZQF and to ensure that they are useful and relevant to current and future learners, employers and other stakeholders. There are currently 243 business qualifications on the NZQF.

Approximately forty publications were included in the review of the literature. Most of these were sourced by NZQA in preparation for the qualifications review and others were located

using an internet search and contacts with people who are currently researching topics related to business education⁶.

The literature was analysed and synthesised under the following series of topics/themes identified by NZQA:

- The external environment relating to business education in New Zealand
- The body of knowledge/curriculum for business
- Current or future skills requirements in business and management including those for Māori and Pasifika people.
- Trends of models used in business education nationally and internationally
- Modes of delivery including e-learning/distance learning
- The role of workplace learning and assessment

The literature could not be easily categorised under these themes consequently so each theme is used as an entry point to the discussion which at times then overlaps with other sections as necessary.

Discussion

The external environment relating to business education in New Zealand

The environment of educating for business is made up of many 'players', individuals and groups, with competing needs and motivations. A significant feature of the New Zealand business environment is that ninety-six percent (96%) of N.Z.'s businesses are small to medium size enterprises (SMEs) and account for thirty-nine percent (39%) of total economic output. This is significant for the design of business qualifications as a recent report from the Survey of Working Life found that employees who work for SMEs are less likely to receive training than those who work for medium-sized or large organisations⁷.

The needs of potential learners are also diverse. Not all students want, or are able to, pursue a pre-determined qualification or pathway. The following are just some of the factors influencing the choices that people make in relation to the options available to them:

- students wanting to gain a full business qualification prior to entering the workforce
- employees i.e. those already in the workforce, wanting to gain a full business qualification
- employees needing to up-skill in a specific area of business
- those seeking employment who might need specific skills to enter a business environment

The New Zealand Government is aiming to lift the skills of the New Zealand workforce as a way of improving productivity and the economy. Studies have shown that people with higher levels of qualifications and improved management is key to improving productivity. The *Management Matters (2010)* research explained that better management could substantially improve productivity. Improving people management would be an effective contributor to achieving this.

Specific government goals include increasing the proportion of 25-34 years old with qualifications at level 4 and above. However, the relationship between education, the economy and the labour market is complex and influenced by the way the labour market is organised and how businesses choose to deploy and reward their staff. What this means for the structure of

⁶ The author became aware of some projects which are close to completion that could be useful in the future however they were unable to be used in this review as they had not yet been published.

⁷ This paper also found that although 31% of employees had received some employer-funded education or training in the 12 months prior to the research taking place, most courses were between 1-5 days in length, Pacific and Asian employees were less likely to receive training funded by their employer.

qualifications is unclear but Keep (2011) does caution that until the broader issues of the labour market are addressed, changes in the education system are unlikely to result in much progress.

Significant changes in the workforce have been predicted for some time as jobs adapt to technological changes and external economic factors. The New Zealand Department of Labour have predicted that Management occupations would experience growth of 1.7% per annum over the next 10 years (an increase of 62,000 positions over 10 years). This is the highest level of growth of all of the occupational groups. In particular, the occupational group of 'specialised manager'⁸ is forecast to grow by 41,400 between 2010 and 2015. It is not clear whether this group are managers working within a specialised context or those requiring specialist management skills. However, it would be unreasonable to assume that this was a homogenous group all requiring the same or substantially similar skills that were static over time. The actual needs would only become apparent by obtaining input from each of the groups concerned.

The 2010 Tertiary Education Performance Report published by TEC (pg 18) showed that the area of Management and Commerce enrolled the 2nd highest number of EFTs at 17%. (Society and Culture was the highest at 26%). 58% of enrolments were at degree level and above. In contrast, Australian figures show, that in 2009, management and commerce was the most popular field of education, with 19.2 per cent of all students, followed by engineering and related technologies, with 16.6 per cent of students. Further statistical analysis of Ministry of Education data would be required to ascertain the proportion of Management and Commerce EFTs enrolled at certificate and diploma level. It is questionable as to whether this level of retrospective analysis would usefully inform the qualifications review which is, in the main, future focussed.

The body of knowledge/curriculum for business

The exact definition of business, like much of the field of business, is a matter of debate and complexity of meanings. It may be best thought of as a collection of things / skills / functions rather than necessarily a coherent whole. Innovation and Business Skills Australia⁹ has a broad definition of business services as being those "providing the core business skills and knowledge required for high performing workplaces, competitive advantage and business success".

An analysis of the existing qualifications at level 1-6 on the NZQF would be most useful in identifying the skills most commonly included in the different qualifications and most should also provide a description of the overall aims and outcomes which could usefully contribute to the development of Qualification Outcome Statements¹⁰.

The large number of SMEs in New Zealand suggests that a high degree of flexibility is needed in the design of qualifications to enable programmes of study or training pathways to be designed that are of a manageable size and can be tailored to the actual needs of the business. Provision should also be made for at least one comprehensive qualification that produces a 'well rounded' entry-level graduate who is skilled in the technical aspects of managing a business financial management, basic people management etc;

Ensuring that qualifications are relevant to the needs of industry, by necessity requires very close involvement of industry in their design. This may be one of the reasons why providers have to date designed qualifications to meet the needs of industries and business in their areas

⁸ The 'specialised managers' category includes managers in fields such as IT, Human Resources, Sales & Marketing, Engineering, Finance, Advertising & Public Relations, Retail, and Construction.

⁹ IBSA is one of eleven Industry Skills Councils (ISCs) authorised by the Australian Government to be an official voice on vocational education and training issues.

¹⁰ The qualification clearly and concisely states information about its outcomes. It contains a graduate profile that clearly describes the skills, knowledge and application within outcome statements and expected education and employment pathways or contribution to the community resulting from achievement of the qualification. (NZQA, 2011)

and why there are such a large number of qualifications currently on the NZQF. Duplication may also be driven by students wanting a credential, in the form of a certificate or diploma, to recognise the successful completion of a component of a larger qualification when they do not need, or are unable to commit to completing a larger qualification.

Relying on specific jobs as we know them now is no longer adequate to inform curriculum development therefore a very close relationship with industry is needed to identify future needs. The value of such a relationship is demonstrated in a case study from the Copenhagen Business School where research partnerships, student projects in industry, advisory boards, the use of external examiners, and alumni were all used to gain **continuous** [emphasis added] input to curriculum development.

Current or future skill requirements in business and management including those for Māori and Pacific people.

The research around future skill requirements is somewhat fragmented and at times contradictory. Most research has been conducted in specific industries or focussed in particular sizes or types of organisations. Many studies are relatively small scale and others mainly interested in graduate attributes rather than the technical skills required.

A literature review conducted by Fuller-Love (2006) into management development in small firms found that “on balance, management development programmes are effective in small firms” (pg.1). Skills required were listed as leadership and management, developing management systems and techniques and team building as well as planning delegation, and financial management.

A study based in Canterbury SMEs in the manufacturing, services and sales sectors, found that the three most important areas requiring development were:

- marketing,
- computing and
- human resources.

There were however, considerable differences in the importance placed on each by the different sectors. The New Zealand Management Practices and Productivity global benchmarking project (2010) identified People Management as the weakest area for New Zealand manufacturers. It rated 14th out of 17 areas.

The Business Operations Survey conducted by Statistics NZ in 2008 also identified considerable variation between the skills identified by the different industry groups as needing improvement. However, overall the most common skill identified was customer service or sales skills (27%), followed by team working skills (22%) and oral communication (21%). Twenty-nine percent (29%) of wholesale trade businesses indicated that computer skills needed improvement, compared to 16% overall. This survey did not distinguish between the needs of different sized organizations.

The importance of ‘soft-skills’ has been a common theme through much of the research giving an impression that these things may be more important than technical skills. An alternative view is that the development of technical skills is being well served and that attention is now moving to making sure that graduates are ‘good with people’, able to work in teams, and able to solve their own problems.

This attention to ‘soft-skills’ suggests that graduate outcomes should include at least some reference to being able to work constructively with clients/customers and internal staff. The degree to which these attributes should be articulated at each level of qualification is a matter for further consideration with industry.

Māori and Pasifika

Education, training and improved labour market participation are seen as significant areas of focus to lift the income levels of Māori households and subsequently improve socio-economic well-being. Increasing Māori achievement is also a consistent goal throughout government and the tertiary education sector as currently Māori achievement of qualifications is well below that for non Māori.

The performance and productivity of the Māori economy is likely to improve by moving the focus from iwi to whanau paying attention to:

- strengthening capability particularly in financial literacy and vocational and business skills.
- increasing collaboration by leveraging economies of scale and partnerships with Government
- generating growth and increasing productivity and innovation; and
- using comparative advantage of cultural values and the concept of 'brand Māori'

Apart from reference to improving financial literacy, no other business skills have been specifically identified as needing development.

A Māori worldview places a high value on knowledge, although some aspects may be entrusted to only a few members of the whanau (Papuni and Bartlett 2006). How this might affect the design of qualifications is not clear but raises a possible topic of discussion around 'team competencies' whereby a group collectively hold the skills required for a role. This would challenge traditional ideas of qualifications being particular to an individual but might be consistent with the calls for greater levels of team-work in organisations.

The literature relating to Pacific people and the skills required for business is limited. Research to date has been mainly focussed on the need to improve achievement in higher level qualifications and encourage entry to courses with high future demand and improved remuneration. Specialised managers and business professionals are among occupations identified as having high future demand and where Pacific peoples are not currently well represented even though they are currently studying in these areas at higher rates than other ethnic groups¹¹.

A higher percentage (12.5%) of Pacific students are enrolled at private training establishments compared with institutes of technology and polytechnics, and universities (5.9%). However, as many PTEs do not offer higher level qualifications, pathways can be limited. Similarly, few industry pathways have been found to lead to degree-level qualifications. This may be something for the review of qualifications to pay particular attention to.

Trends of models used in business education nationally and internationally

The language around 'models of education' is used quite broadly and can mean anything from qualifications structures or frameworks to different blends of provider-based or workplace-based delivery models as well as distance and e-learning.

As the decisions related to the design and delivery of programmes of learning or training pathways rest with the provider or industry training organization, this section focuses on different qualifications frameworks.

¹¹ In 2007 Twenty-eight percent of Pasifika students, were enrolled in the field of management and commerce, compared to 20 percent of all domestic students

The flexibility indicated as being needed to meet the needs of industries and learners suggests that a one-size-fits-all qualification is unlikely to be sustainable into the future. Components may need to be credentialed in different ways.

A search for business qualifications on the Australian Qualifications framework showed thirty qualifications currently registered; 3 Advanced Diplomas, 6 Diplomas, and 21 Certificates. These qualifications cover diverse areas such as governance, business administration, sales and music.

A different approach has been taken by the Irish Further Education and Training Awards Council who list 518 Minor Awards and 59 Major Awards in the area of business. Minor Awards, or component certificates, cover a range of learning outcomes which can stand-alone or build towards a certificate or Major Award. This appears to be similar to the Limited Credit Programmes suggested in the report for the Services Industry Training Alliance (2009). This report also found that although career pathways are important to some, there are barriers the most important being the time to undertake the learning and the relevance of what they learn at the time.

de Vries and Dana (2009) also found that less than one-third of SME's were involved in business training with over one half of respondents expressing the view that either business training was unnecessary or did not suit their needs. 40% of respondents cited a lack of time as being the main reason for a lack of training. 34.3% cited financial constraints. A lack of relevant training was mentioned by only 20% of respondents. The Ministry of Education (2012) also found that the main barriers to training their staff was the cost of having staff away from the workplace [cost of time] and the cost of training itself.

This suggests the need for smaller qualifications able to provide pathways to larger ones. This would enable the immediate needs of businesses to be met and enable credits to be collected toward the achievement of larger qualifications.¹²

Modes of delivery including e-learning/distance learning and the role of workplace learning and assessment

It is not unexpected to find that different learners and different workplaces will have different needs in relation to how skills are obtained. Students with a desire to pursue careers in business may be more likely to enrol in a 'provider – based' qualification whereas those in work may wish to have their existing skills credentialed through assessment or they may prefer to up skill through on-the-job training of some type.

For many years now providers and workplaces have been developing different ways of delivering programmes to ensure that learners are able to access learning materials in different ways and to integrate theoretical aspects of programmes with the practical reality to ensure graduates are ready for the workplace.

There are many examples of delivery based on models of work-integrated learning and internships such as that described by Hodges (2009) which includes portfolio models of assessment. However, there is no comprehensive data on the degree of uptake of these approaches throughout the system as a whole.

Data regarding delivery using e-learning is however more definitive. Research by the Ministry of Education (2011) found that:

“Across the whole system e-learning represented less than half of all provision. However the proportion of e-learning rose between 2004 and 2008. In 2008, 48 percent of all provision had an e-learning component.” (p.4)

¹² The author notes that this was the intention of New Zealand's first qualifications framework however the achievement of whole qualifications has become the primary focus over the last few years.

The report also found that the up-take of e-learning is strongly influenced by the level of the course. The majority of courses at bachelors level or higher were shown to have an e-learning component but this was much less common at certificate level. Courses in information technology, management and commerce, natural and physical sciences, and society and culture also had more e-learning provision than other areas.

There were also patterns among the student groups studying with learners in the 18 to 19 years age group displaying higher levels of participation in e-learning than those aged 40 years and over. Pasifika learners participated at a higher rate than most with Māori having the lowest rate of participation in courses with an e-learning component.

The findings regarding Māori participation in e-learning is unsurprising given their preference for working in groups, face-to-face contact and discussion as well as learning that is related to real-life tasks (Zepke & Leach 2002).

de Vries and Dana discovered that the SMEs in the Canterbury study showed that on-line or home-based delivery was not well supported and there was a preference for courses with high in-house components.

Industries and providers/industry training organisations are best placed to make decisions around the mode of delivery of programmes of study or the design of training pathways. This does require very close working relationships to be established and the literature points to the need for these to be on-going to ensure that both the curriculum and the delivery method continue to be relevant.

Whilst qualifications can articulate the intended graduate outcomes care will need to be taken that these do not constrain industries or providers. A significant degree of flexibility should be aimed for.

Dr Sue Walbran
August 2012

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APPENDIX 2: Business Qualifications Analysis by Category (see colour code on p46)

Category	Qual code	Qualification title	Qualification developer	Level	Credits	# of orgs	Strategic Purpose Statement	Content (+ Graduate Profile if available)	Duplication	Comment	Qual Completions (NZQA)	Summary Course completions TEC	
Accounting & Banking Qualifications (13&1)							TEC results for course completions contributing to 4 local qualifications L5&6					595	
Accounting	PC9804	Certificate in Practical Accounting	Learning Post	4	96	1	Graduates will be able to demonstrate knowledge of the basic	This certificate covers accounting concepts, documentation for cash and other busine		Unit standards?			
Accounting	WC3012	Certificate in Accounting Practice	Tai Poutini Polytechnic	4	40	1	A graduate of the Certificate in Accounting Practice (Level 4) w	Accounting principles, accounting practice.	NZDipBus papers	NZDipBus papers			
					Level 4 quals	2							
Accounting	AO3161	Diploma in Accounting	Aoraki Polytechnic	5	120	1	To give students skills and experience in standard accounting	Accounting Principles, Accounting Practices, Finanacial Accou	NZDipBus papers	NZDipBus papers			
Accounting	CH3966	Diploma in Accounting	Christchurch Polytechnic Institute of Technology	5	120	1	Graduates from this programme may be employed in the follow	The programme includes accounting principles, accounting pr	NZDipBus papers	NZDipBus papers			
Accounting	112859	MFH Diploma in Accounting	Making Futures Happen International Institute Limited	5	120	1	The graduate of this programme will have basic skills and gene	The course contains general introductory accounting skills, kn	NZDipBus papers	NZDipBus papers			
Accounting	OT5072	Diploma in Accounting (Level 5)	Otago Polytechnic	5	120	1	Students who graduate with this diploma will have a sound kno	Accounting Principles, Accounting Practices, Business Comput	NZDipBus papers	NZDipBus papers			
Accounting	OP5100	Diploma in Accounting	The Open Polytechnic of New Zealand	5	120	1	This programme provides graduates with the skills and knowle	The compulsory courses concentrate on accounting - principle	NZDipBus papers	NZDipBus papers			
Accounting	WR2907	Diploma in Accounting (Level 5)	Wairiki Institute of Technology	5	120	1	On successful completion of this qualification, students will hav	The DipAcc is an entry level qualification for those students w	NZDipBus papers	NZDipBus papers			
Accounting -	OP6121	Diploma in Banking	The Open Polytechnic of New Zealand	5	120	1	The programme provides graduates with the skills and knowle	The 6 courses are compulsory: they cover Accounting, Bankin	NZDipBus papers	NZDipBus papers			
Accounting	CA2109a	Diploma in Accounting	Unitec New Zealand	5	250	1	Graduates exiting the Bachelor of Business with a Diploma in A	The course contains accounting applications, business accounti	ing and applied NZDipBus papers as option				
					Level 5 quals	8							
Accounting	110012	Diploma in Accounting	Apostolic Training Centres Limited	6	120	1	On completion of this programme graduates will gain a recogni	This course is based on papers from the New Zealand Diplom	NZDipBus papers	NZDipBus papers			
Accounting	CA2234	Diploma in Professional Accountancy	Unitec New Zealand	6	120	1	The Diploma in Professional Accountancy provides a pathway	The Diploma focuses primarily on advanced knowledge and technical sk	NZQA related - profs after degree				
Accounting	MA7007	Diploma in Accounting	Universal College of Learning (UCOL)	6	240	1	Students will demonstrate a wide range of business skills and k	Accounting principles; accounting practices; introduction to cop	Bus & acctg specialty	Bus & acctg specialty			
Accounting	HV4367	Diploma in Accounting (Accounting Technician) (Level 6)	Wellington Institute of Technology	6	240	1	Entry to middle management careers in Accountancy, Manage	12 papers. Six of these are Compulsory and six can be chose	Bus & acctg specialty	Bus & acctg specialty			
					Level 6 quals	4							
14 Accounting qualifications											335		
Business Administration & Computing Qualifications (84)							Completions for 4 NZQA 'National' qualifications; TEC results for courses contributing to 53 local qualifications					3,669	37,110
BusAdmin - C	MA4131	Certificate in Computer and Learning Skills	Universal College of Learning (UCOL)	1	54	2	Students will develop foundation study and learning skills, plus	Basic skills in business administration services, business information processing, con		Maybe no longer available - can't find on UCOL w			
					Level 1 qual	1							
BusAdmin - B	PC3211	Certificate in Business Informations Systems (Office Applications)	Quantum Education Group Limited	2	40	2	Successful students will gain essential knowledge in basic com	This course contains a broad range of computer office applica	Embeds NCComputing	Not on Quantum Education website? Basic Com			
BusAdmin - C	ST5094	Certificate in Spreadsheet and Database Applications	Southern Institute of Technology	2	40	2	The programme will allow students to:Gain skills and knowledg	Spreadsheet Applications, Database Applications, Generic Computing, Computing Su		Discontinued			
BusAdmin &	PC1994	Certificate in Basic Computer and Office Skills	Academy Business Training NZ Ltd	2	45	2	Successful students will gain basic computer and office skills th	The course contains basic level in Windows, Word, Excel, Access and Outlook; keyb		Foundation BAC - prep for NCC L2or3, or NCBCA			
BusAdmin	NE4624	Certificate in Business Administration (Level 2)	Nelson Marlborough Institute of Technology	2	60	2	Graduates will have foundation business administration knowle	Database, Spreadsheets, Integrated software, Accounts Payable/Accounts Receivab		Intro			
BusAdmin &	PR4901	Certificate in Office Administration and Computing (Introductory)	Whitireia Community Polytechnic	2	60	2	Graduates will have introductory office administration and com	Business administration, computing, word processing, customer service, interpersona		Intro			
BusAdmin	WR2751	Certificate in Office Skills (Level 2)	Wairiki Institute of Technology	2	60	2	After successful completion of this qualification, students will h	Graduate Profile: The aim of this qualification is to provide st	Embeds NCBAC L2				
BusAdmin &	8	National Certificate in Business Administration and Computing	NZQA National Qualifications Services	2	60	60	This qualification recognises a broad range of entry level busin		NCBAC L2		819		
BusAdmin &	AI2063	Certificate in Business Administration and Computing	Te Wananga o Aotearoa	2	61	2	Graduates will be able to demonstrate a basic understanding a	The programme is designed to equip taura with introductory skills in computing (nam		Intro			
Bus & Compu	109313	Certificate of Computing and Business	Institute of Commercial Education (NZ) Limited	2	62	1	Graduates will have a basic understanding of computing and b	The course comprises unit standards in computing and information processing, busin		Unit stds to L2/Year 12			
BusAdmin &	AI1045	Certificate in Computing and Business Administration	Te Wananga o Aotearoa	2	120	2	Graduates will be able to demonstrate knowledge of the hardw	This course is made up of content that leads to assessment o	NCBAC Level 2 & NCC	Combination using USs			
					Level 2 quals	10	TEC course completions for 8 local qualifications					5,584	

Category	Qual code	Qualification title	Qualification developer	Level	Credits	# of orgs	Strategic Purpose Statement	Content (+ Graduate Profile if available)	Duplication	Comment	Qual Completions (NZQA)	Summary Course completions TEC
BusAdmin &	110022	Certificate in New Zealand Executive Business and Accounts Administration	Gilligan Business School Limited	3	42	1	On completion of this course, students will be equipped to perform	The course covers the following content: receptionist skills; the basics of accounting s		Finance based office admin		
Business - Cu	MA4291	Certificate in Customer Service Skills	Universal College of Learning (UCOL)	3	51	2	Successful students will gain a sound foundation of the knowle	Unit standards based.		Customer service - US based		
BusAdmin - S	PC2021	Certificate in General Secretary Skills	Academy Business Training NZ Ltd	3	51	2	Successful students will gain an intermediate level in computer	The course contains intermediate level in Windows, Word, Excel, Access, Outlook, P		Prep for NCBAC L2 or L3, NCBAL4		
Business	PC2073	Crown Certificate in Business Skills	Crown Institute of Studies Limited	3	53	2	Graduates will be equipped with the necessary skills to work in	The course includes word processing, audio transcription, business english, custom		Admin & office		
BusAdmin	NE4625	Certificate in Business Administration (Level 3)	Nelson Marlborough Institute of Technology	3	60	2	Graduates will have industry level knowledge and skills necess	Spreadsheets, Database, Word and Text processing, GST, Payroll, Accounts Payabl		Computing & Bus Admin		
BusAdmin	WR2887	Certificate in Business Administration (Level 3)	Wairariki Institute of Technology	3	60	2	After successful completion of this qualification, students will h	Office applications; word processing; database; spreadsheets	Embeds NZBAC L3			
BusAdmin &	CA2251	Certificate in Business Administration and Computing	Unitec New Zealand	3	60	2	Graduates from this programme will have technical and commu	The course contains business administration, business communication, and computi		BAC pathway to L4 study		
BusAdmin &	WK2319	Certificate in Business Administration and Computing (Level 3)	Waikato Institute of Technology	3	60	2	Graduates will build on existing skills gained in the National Ce	Core content includes: text and word processing, business practice, computer accou		Computing & Bus Admin		
Business & C	PC9237	Certificate in Business Computing	Learning Post	3	60	2	Graduates will be able to use a variety of computer applications	The course contains the National Certificate in Computing (Le	NCC L3	Also Microsoft Office Specialist certification in one		
BusAdmin - C	NE4623	Certificate in Computer Technology (Level 3)	Nelson Marlborough Institute of Technology	3	60	2	Graduates will have practical computing skills in design and ap	Spreadsheets, Database, Word, Web Design, Computer Programming, User PC Sup		Computing including some technical support		
BusAdmin &	PR4902	Certificate in Office Administration and Computing (Intermediate)	Whitireia Community Polytechnic	3	60	2	Graduates will have intermediate office administration and com	Business administration, computing, word processing, customer service, interperso		Prep as office intermediates or further study		
BusAdmin &	HV4165	Certificate in Secretarial Computer Applications	Wellington Institute of Technology	3	60	2	Graduates will be able to demonstrate knowledge and skills req	Computer Applications, Information Presentation, Wordprocessing. For further inform		Computing applications use focus		
BusAdmin - C	ST5082	Certificate in Word Processing	Southern Institute of Technology	3	60	2	The programme will allow students to gain skills and knowledg	Introduction to word processing; basic word processing; Level 2 - Level 4 word proces		Computing - Word L2-4		
Bus & Comp	109314	Certificate of Computing and Business	Institute of Commercial Education (NZ) Limited	3	60	1	Graduates will have sufficient grounding in computing and busi	The course comprises standards in computing and information processing, business		Computing & BusAdmin		
Business	MN4351	MIT Certificate in Business	Manukau Institute of Technology	3	60	2	Graduates of the programme will gain the skills, attitudes, busi	Legal and Financial Studies, People and Markets, Communica	Maybe foundation Bus	Bus computing & Admin - prep for further business		
BusAdmin &	MN4421	MIT Certificate in Office Administration & Computing (Level 3)	Manukau Institute of Technology	3	60	2	This programme prepares you for a variety of entry-level busin	Spreadsheets, database, Powerpoint, word and text processin	Embeds NCBAC L3	Admin & computing incl finances		
BusAdmin &	633	National Certificate in Business Administration and Computing	NZQA National Qualifications Services	3	60	63	This qualification recognises a broad range of intermediate business administration and computing skills and knowledge requ		NCBAC L3	63 orgs accredited to	1609	
BusAdmin &	PC2599	Certificate in Business Administration and Computing	Workforce Development Limited	3	62	2	Graduates will have an intermediate level of knowledge and ski	The course includes the National Certificate in Business Admi	Embeds NCBAC L3	Discontinued		
BusAdmin - In	107875	Certificate in Business Administration for International Students	Concordia Institute of Business Limited	3	65	1	Students demonstrate consolidated English language skills and	Students learn basic report writing, use of electronic media, workplace safety, busin		Combines BusAdmin & English language		
Business & F	PC3214	Certificate in Business and Financial Literacy	Quantum Education Group Limited	3	65	2	Successful students will gain intermediate/advanced knowledg	This course contains a broad range of computer office applica	Embeds NCC L3	Computer office apps		
BusAdmin &	NT4651	Certificate in Computing and Business Administration (Level 3)	NorthTec	3	65	2	Graduates will have developed: a creative and critical perspect	Career development and planning, business communication, word processing, compu		BAC pathway to employment		
BusAdmin &	PC2583	Certificate in Office Administration and Computing	Institute of Applied Learning Limited	3	65	2	Students who complete this course will achieve an introductory	The course covers administration, office systems, communication skills, accounting a		Intro BAC pathway to higher study or employment		
BusAdmin &	PC9756	Certificate in Business Administration and Employment Skills	New Zealand Management Academies Limited	3	70	2	Graduates are prepared to gain and retain employment in the b	The course includes content related to computing, communica	Embeds NCBAC L3	BAC to employment		
BusAdmin - A	PC2462	Certificate in Business Applications	Apostolic Training Centres Limited	3	70	2	Graduates will be equipped to use a computer for business app	The course covers elementary accounting, computerised accounting systems, basic c		Bus applications		
BusAdmin-Ex	PC3421	Certificate in Executive Secretary Skills	Academy Business Training NZ Ltd	3	72	2	Successful students will gain intermediate to advanced comput	The course includes intermediate to advanced levels in Windows, Word, Excel, Acces		Intermediate/Advanced computing applications; p		

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BusAdmin & F	106252	Certificate in Business Administration and Computing	St George Institute of Learning	3	73	1	Graduates will have a broad range of knowledge and skills in the	This course contains the National Certificate in Business Administration and Computing	Embeds NCBAC L3	Intermediate level BAC pathway to higher study or		
Business & F	109909	Certificate in Business and Financial Literacy	Quantum Education Group Limited	3	73	1	On completion of this qualification, graduates will have gained	The course includes completion of the National Certificate in Business Administration and Computing	NCBAC L3	BAC - Computing, Comms, Financial literacy		
Business & e	PC9761	NZMA Certificate in Business and Employment Skills Level 4	New Zealand Management Academies Limited	3	88	2	Prepare Students for gaining and retaining employment in the	The National Certificate in Business Administration (Level 4) v	embeds NCBA L4; PC	BAC & employment/workplace skills (why L3?)		
Business & E	PC9449	Certificate in Business and Employment Skills	New Zealand Management Academies Limited	3	89	2	Prepare Students for gaining and retaining employment in the	The National Certificate in Business Administration (Level 4) v	embeds NCBA L4; PC	BAC & employment/workplace skills		
BusAdmin - E	PC3209	Certificate in Business Information Systems	Quantum Education Group Limited	3	92	2	Successful students will gain a level of computer literacy and b	This course contains a broad range of computer office applica	embeds NCBAC L3 &	BAC entry/Int employment skills		
BusAdmin - E	PC3213	Certificate in Business Information Systems (Office Applications)	Quantum Education Group Limited	3	92	2	Successful students will gain intermediate to advanced knowle	This course contains a broad range of computer office applica	embeds NCC L3	Int/adv Computing & BusAdmin fro employment		
Business - Ap	CH3982	Certificate in Applied Business Practices	Christchurch Polytechnic Institute of Technology	3	100	2	This programme provides school leavers with a year of adminis	This programme will provide the skills necessary to develop a career in administration		BAC with on the job experience for school leavers		
BusAdmin - I	PC3212	Certificate in Business Information Systems (Accounting)	Quantum Education Group Limited	3	102	2	Successful students will gain intermediate to advanced knowle	This course contains a broad range of computer office applica	embeds NCC L2 & L3	BAC & accounting software		
BusAdmin	ST4813	Certificate in Business Administration - Level 3	Southern Institute of Technology	3	119	2	At the successful completion of this programme, students will h	Service sector skills; business information processing; OSH; v	Embeds NCC L2&L3; v	BAC work & study skills		
BusAdmin	PC2466	Certificate in Business Administration (Nga Mahi Rorohiko)	Aronui	3	120	2	Successful students will have developed basic skills for a caree	The content includes basic skills and knowledge in word-proce	Embeds NCBAC L2 &	BAC & customer service, coms and team skills		
BusAdmin - C	PC9143	Certificate in Computing (Business Processing)	Quantum Education Group ES Limited	3	120	2	Students will gain knowledge and skill in a variety of business p	The course offers intermediate level MS Office applications (word processing, spread		BAC int MS Office, & Frontpage and web design		
BusAdmin & F	PC2630	Certificate in Computing and Business Administration	Turanga Ararau	3	120	2	Graduates will have industry relevant transportable skills and k	The content includes business administration, finance, compu	? Maori quals	BAC Maori focus		
BusAdmin & F	AO3145	Certificate in Professional Office Management	Aoraki Polytechnic	3	120	2	To provide students with skills to work competently in a modern	Computer modules, Business Administration modules, Service modules, Communica		BAC service comms		
BusAdmin	PC4021	Avonmore Certificate in Business Administration	Avonmore Tertiary Academy Limited	3	126	2	Graduates are expected to be capable and to perform reception	The course content is a balance between underpinning knowle	Embeds NCBAC L2 &	BAC intermediate		
BusAdmin - E	PC3569	Certificate in Business Management and Computing	Martin-Hautus The Pacific Peoples Learning Institute Limited	3	137	2	Graduates will have the knowledge and skills to efficiently man	The course includes the National Certificate in Computing (Le	Embeds NCC L3 & NZ	SBM & BAC		
BusAdmin & F	PC3403	Certificate in Computing and Business Administration	Valley Education and Training Enterprises Limited	3	145	2	Graduates will achieve the National Certificates in Computing (The topics include computing, business administration, comm	Embeds NCC L2&L3; v	BAC & Core service sector skills		
							Level 3 quals					41
												<i>TEC course completions for 26 local qualifications</i>
Accounting	111257	Certificate in MYOB Accounting Software	MYOB NZ Ltd	4	40	2	Graduates will have an understanding of basic bookkeeping, a	This course consists of basic bookkeeping and accounting concepts, and their applica		Expiring - MYOB BAC		
BusAdmin	106918	Certificate in Business Administration	New Zealand College of Business	4	60	1	Provide skills and knowledge of business management to a lev	Business Administration/Management, Economics, Principles	L4 Business instead?	Business - more than BusAdmin. Educ link to UK		
BusAdmin	NE4626	Certificate in Business Administration (Level 4)	Nelson Marlborough Institute of Technology	4	60	2	Graduates will have office management knowledge and skills r	Advanced Word Processing, Processing technical documents, Recruiting and Selecti		BAC adv incl comms, office HR & acctg		
BusAdmin	WR2885	Certificate in Business Administration (Level 4)	Wairariki Institute of Technology	4	60	2	After successful completion of this qualification, students will h	Office applications; word processing, database, Accounting ag	Embeds NCBA L4	Int/adv BAC incl project mgt, payroll, travel		
BusAdmin & F	CA2252	Certificate in Business Administration and Computing	Unitec New Zealand	4	60	2	Graduates from this programme will have an understanding of	The course contains business administration, business communication, computing, a		BAC incl accounting plus comms		
BusAdmin & F	WK2243	Certificate in Business Administration and Computing (Level 4)	Waikato Institute of Technology	4	60	2	Graduates will develop advance administration and computing	Graduates will be able to demonstrate advanced administrati	Endorsement options -	Int/adv BAC incl project mgt, payroll, meetings, tra		
BusAdmin & F	PR4903	Certificate in Office Administration and Computing (Advanced)	Whitireia Community Polytechnic	4	60	2	Graduates will have advanced office administration and compu	Business administration, computing, word processing, custom	Embeds NCBA L4	Adv BAC PA/EA/Office Manager		
BusAdmin - C	MN4523	MIT Certificate in Computing, Communication and Business (Level 4)	Manukau Institute of Technology	4	60	2	The graduate of the programme will, in the context of an organi	The Organisational Environment The purpose of this course is	L4 Business instead?	Less BAC & more general business with endorser		
BusAdmin	634	National Certificate in Business Administration	NZQA National Qualifications Services	4	60	40	This qualification recognises a broad range of intermediate to advanced administration skills required by the business commu		NCBA L4 - 40 orgs acc	Int /adv BAC	1085	
BusAdmin - I	107879	Certificate in Business Administration for International Students	Concordia Institute of Business Limited	4	65	1	Students demonstrate mature report writing skills and the pract	Students learn advanced: report writing, use of electronic media, business - organisat		BAC & language skills - intl		

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BusAdmin &	NT4652	Certificate in Computing and Business Administration (Level 4)	NorthTec	4	65	2	Graduates will acquire a range of practical computing skills, so	Word processing, computing and business communication.	US - offer NCBAC L2&	BAC - not on Northtec website - only showing NCs...		
BusAdmin	MN4467	MIT Certificate in Business Administration (Level 4)	Manukau Institute of Technology	4	66	2	On successful completion of the programme graduates will: Ha	The programme is designed to: Provide students with the opp	now NCBA L4?	BAC - not on MIT website - only showing NCs...		
Business & F	PC9735	Certificate in Business and Financial Literacy	Quantum Education Group QT Limited	4	72	2	On completion of this qualification graduates will have gained t	The course has a strong focus on financial literacy skills using	embeds NCBA L4	BAC - with MYOB & FL focus		
BusAdmin	PC3205	Certificate in Business Administration	Front-line Training Consultancy	4	80	2	Graduates will have a broad range of knowledge and skills that	The course includes accounting, business administration, fina	embeds NCBAC L3 &	Senior BusAdmin - sim to intro Bus skills		
BusAdmin &	PC3468	HLC Certificate in Business Administration and Computing	Horowhenua Learning Centre Trust	4	101	2	Graduates will be able to seek employment as a business adm	Content includes interaction with local business, advanced tex	embeds NCC L3 & NC	BAC - incl employment pathways		
BusAdmin	CH3807	Certificate in Business Administration	Christchurch Polytechnic Institute of Technology	4	120	2	Students are provided with a range of skills that prepares you t	Legal or Medical option, word processing, accounts & payroll,	embeds NCBAC L3 &	BAC - legal or medical options, PA, accounts prod		
BusAdmin	PC3606	Certificate in Business Administration	Lifeway College Limited	4	120	2	Graduates will have the foundational skills in Business Adminis	The course includes Accounting Practice, Probability and Stat	Maybe Business gene	BAC - educ pathway to higher study		
BusAdmin	OT4940	Certificate in Business Administration (Level 4)	Otago Polytechnic	4	120	2	To provide vocational training to deliver competent office admin	Document production, computing, communication, office and t	embeds NCBAC L3 &	BAC vocational training with electives		
BusAdmin &	NE4627	Certificate in Business Administration and Computing (Level 4)	Nelson Marlborough Institute of Technology	4	120	2	Graduates will have an advanced knowledge of office administ	A range of business administration and computing courses wh	embeds NCBAC L4	BAC - not on NMIT website - only CertBusAdmin		
BusAdmin	TA4907	Certificate in Business Administration L4	Eastern Institute of Technology	4	120	3	Graduates will have acquired the ability to work within varied ro	All unit standards required to achieve the National Certificate i	embeds NCBAC L3 &	BusAdmin - incl interpersonal skills		
BusAdmin	PC2263	Certificate in Business Administration	BEST Pacific Institute of Education Limited	4	126	3	Graduates will have the knowledge and skills required to enter	The course topics include word processing, spreadsheets, des	embeds NCBAC L3 &	BAC Comp, acctg, admin, customer service, prof		
							Level 4 quals		<i>TEC course completions for 15 local qualifications</i>			19,066
BusAdmin	AI2018b	Certificate in Business Administration (Advanced)	Te Wananga o Aotearoa	5	120	1	Previously known as the Advanced Certificate in Business Adm	The course is open to school leavers who have successfully c	More like L5 DipBus	Adv BAC is not on TWA website for 2012. More		
BusAdmin	PC3607	Diploma in Business Administration	Lifeway College Limited	5	120	2	Graduates will have a broad overview of Business Administrati	The course includes Microeconomics, Accounting and Costing	More like L5 DipBus	Business Dip - acctg, economics, stats, HR, mktg		
BusAdmin	106919	Diploma in Business Administration	New Zealand College of Business	5	120	1	Graduates will have skills and knowledge in the business enviro	Study includes modules in Production and Operations Manage	More like L5 DipBus	Business mgmt - more than BusAdmin. Educ link		
BusAdmin	WK2349	Diploma in Business Administration	Waikato Institute of Technology	5	120	2	Graduates will develop skills in business administration, mana	Content includes: text processing, executive/personal assistant, business administrat		Adv BusAdmin with specialisation legal exec, and		
BusAdmin	WR2886	Diploma in Business Administration (Level 5)	Wairiki Institute of Technology	5	120	2	On successful completion of this qualification, students will hav	This qualification aims to give students the competency, knowledge, and skills require		Adv BAC incl some business areas		
BusAdmin	MN4444	MIT Diploma in Business Administration (Level 5)	Manukau Institute of Technology	5	120	2	This comprehensive, applied diploma provides the knowledge a	The diploma comprises the following compulsory courses (60 credits): Workplace Le	BAC & Bus - pathway to degree			
BusAdmin	370	National Diploma in Business Administration	NZQA National Qualifications Services	5	120	16	This qualification recognises advanced level business administration skills and knowledge required by the business communit		NDBA L5	Adv BusAdmin	156	
Accounting -	111258	Diploma in MYOB Accounting Software	MYOB NZ Ltd	5	120	1	Graduates will have advanced knowledge in the use of MYOB	This course contains end of period reconciliation procedures a		Expiring - MYOB		
							Level 5 quals		<i>TEC course completions for 4 local qualifications</i>			1,097
BusAdmin	PC9463	Diploma in Business Administration	Lifeway College Limited	6	120	2	To provide the necessary skills to be managers in a range of fu	Business Modelling with Spreadsheets, Corporate Finance, O	Bus Dip qual?	Bus Mgt - more BusDip qual?		
BusAdmin	108480	Diploma in Business Administration	New Zealand College of Business	6	120	1	Graduates will have developed a broad range of business know	Modules in Advanced Management Accounting, Entrepreneurship, Management Infor		Business mgmt - more than BusAdmin, with inter		
BusAdmin	AI2018a	Diploma in Business Administration	Te Wananga o Aotearoa	6	240	1	Students graduating with the Diploma in Business Administrati	The course is open to school leavers who have successfully completed five years of s		Adv BUsAd - staircase to year 3 degree		
		Business Administration & Computing (BAC) Qualifications					Level 6 quals		Maybe business?			N/A
												3669
												37,110

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Business Qualifications (84)											2,653	11,708
<i>Completions for 6-8 NZQA 'National' qualifications; TEC & NZIM results for courses contributing to 35 local qualifications</i>												
Business - Fd	1832	Certificate in First Steps to Business	TWOA	2	60	1	To develop tauria understanding of generic business concepts and process, including business literacy and numeracy; To enable tauria to enhance t	Business basics including literacy & numeracy				
					Level 2 qual							
Business - Sr	PC4001	Certificate in Small Business Management	Cengage Education New Zealand Limited	3	40	3	Students will have been introduced to a variety of basic business	Study includes components in Advantages and Disadvantages of the Small Business	Business - Small business			
Business	1431	National Certificate in Business	NZQA National Qualifications Services	3	46	2	This qualification provides an entry-level qualification for students beginning tertiary studies in business or for employees starting in the workplace.	US - Entry level Business		0		
Business	PC9492	Certificate in Business	Edenz Colleges Limited	3	60	2	Graduates will have developed practical business knowledge and	The course includes learning how to read efficiently, write in plain English, answer questions	Entry level Business & prep for further study			
Business	CA2010	Certificate in Business (Introductory)	Unitec New Zealand	3	60	2	Graduates from this programme will have gained an appreciation	This course includes accounting, business maths, communication skills, economics,	Entry level Business & prep for further study			
Business & E	AI2060	Certificate in Business and E-Commerce	Te Wananga o Aotearoa	3	60	2	The content of this programme comprises of E-Commerce and	The content of this programme comprises of E-Commerce and E-Business and the v	E-business & Maori focus			
Business	109206	Certificate of Foundation Studies in Business and Social Science	International College of New Zealand Limited	3	60	1	Graduates will have developed the knowledge and skills to pursue	The course includes study in Computing, Maths, Business Communication, Western Business	Entry level Business & prep for further study - intl			
Business	PC4000	Certificate in Business Studies	Cengage Education New Zealand Limited	3	73	4	Graduating learners will be able to analyse the financial performance	The qualification comprises of three courses: one compulsory course, Fundamentals	Fin admin & options - SBM, projects, supervisory			
Business	HB3970	EIT Certificate in Business (Level 3)	Eastern Institute of Technology	3	120	2	Graduates will be prepared to enter higher level study in the business	Communication, Write a report, Computer Skills and Systems	CertBus L2 included	Entry level Business & BAC & prep for further study		
					Level 3 quals				<i>TEC course completions for 3 local qualifications</i>			1,807
Business - Cu	113783	Certificate in Service Excellence (Level 4)	Otago Polytechnic	4	40	1	Graduates with this qualification will have developed the knowledge	Compulsory: Advanced Customer Service, Behavioural Communication	Strand: Ma	Discontinued Aug 2011		
Business - en	AO3171	Certificate in Business Ownership	Aoraki Polytechnic	4	42	2	To provide intensive training in developing skills and strategies	Business Plan, Market research, Financials, Legal & Insurance matters, Action Plan	Entrepreneur/ownership			
Business	TA4953	Certificate in Business Foundation	Eastern Institute of Technology	4	55	3	G2. Have appropriate skills, research abilities and knowledge to	The characteristics, options and operation of small business in the New Zealand context	Entry level Business - SBM & prep for further study			
Business	106590	Certificate in Business	Queens Academic Group Limited	4	60	1	Students who complete this course will be able to communicate	Communication skills in business, line management, business	Embeds NCBFLM L4	Foundation business		
Business	ST4907	Certificate in Business	Southern Institute of Technology	4	60	2	To provide students with entry level knowledge and skills in business	Employment Relations. Introduction to Marketing. Human Resources	Embeds NZIM CertMg	NZIM CertMgt papers		
Business - Er	112032	Certificate in Business (Entrepreneurship)	Entrepreneurship New Zealand Trust	4	60	1	On completion of this course, learners will have a base of competence	The course consists of the following modules from the National	Duplication - 112032 &	Business entrepreneurship		
Business - Er	111428	Certificate in Business (Entrepreneurship)	Koru Institute Training Education	4	60	1	On completion of this course, learners will have a base of competence	The course consists of the following modules from the National	Duplication - 112032 &	Business entrepreneurship		
Business	WK2251	Certificate in Business Studies	Waikato Institute of Technology	4	60	2	Graduates will develop a general understanding of business concepts	Content includes: business , business environments, communication skills, computing	Foundation business			
Business - Sr	172	National Certificate in Business (Small Business Management)	NZQA National Qualifications Services	4	60	14	This qualification recognises the base of competence, knowledge, and skills required to assess small business opportunities and establish small business	SBM - unit stds		59		
Business - Er	108377	ICNZ Certificate in Business English and Management	International College of New Zealand Limited	4	63	1	People awarded with this qualification will be prepared for employment	The course contains unit standards covering financial skills, interpersonal communication	Foundation business - US			
Business - Sr	108795	Certificate in Small Business Management (Entrepreneurship)	Institute of Applied Learning Limited	4	64	1	Graduates have the skills for fundamental, technical and development	Study includes principles of small business; assessing opportunity, costs and profits	SBM & Entrepreneur			
Business - Sr	104978	NZIM Certificate in Small Business Management	New Zealand Institute of Management Incorporated	4	80	16	Graduates will demonstrate practical skills of small business management	Four compulsory 10-credit small business papers take participants	Based on NZIM CertM	SBM		
Business - Sr	104980	NZIM Small Business Entrepreneurs Certificate	New Zealand Institute of Management Incorporated	4	80	8	Graduates will routinely use the processes of business assessment	Participants work in groups of 5 small businesses on a mentored action research project	Action research SME			
Business	NC5121a	Certificate in Business	Unitec New Zealand	4	120	1	Graduates exiting the New Zealand Diploma in Business with a	The course contains basic accounting and management concepts	NZDipBus exit qual	NZDipBus exit qual		
Business	MA4223	Certificate in Business Studies	Universal College of Learning (UCOL)	4	120	2	Students will develop knowledge in the business area and foundation	Employment relations, marketing, human resources, management	Embeds NZIM CertMg	Foundation mgmt/bus		
Business - Sr	AI2000	Certificate in Small Business Management	Te Wananga o Aotearoa	4	120	2	Graduates will gain the necessary skills that are required to develop	The components that make up this programme are introduction to small business management	SBM			
Business - Sr	WR2966	Certificate in Small Business Management	Wairiki Institute of Technology	4	120	2	This qualification aims to develop graduates who can demonstrate	Establishing and operating a small business; Performance management	Embeds NZIM CSBM	SBM		
Business - Sr	PC3473	Certificate in Small Business and Supervisory Management	The College of Future Learning New Zealand	4	124	2	Graduates will gain skills aimed at First Line Management using	The course includes NZQA units in first line management, communication	Embeds NCBFLML4 &	SBM & FLM		
					Level 4 quals				<i>TEC course completions for 8 local qualifications</i>			6,991

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Business Coa	ST5299	Certificate in Business Coaching	Southern Institute of Technology	5	40	2	The programme will allow students to: Gain skills and knowledge	Certificate in Business Coaching (Level 5) This programme is	Unique?	Business coaching		
Business - Sr	AI2072	Certificate in Applied Small Business Growth and Development	Te Wananga o Aotearoa	5	80	2	Upon successful completion of the CABG programme, graduat	The content of the CABG programme comprises of business a	Sim to SBEP	Applied small business analysis		
Business	BP3197	BOPP Diploma in Business	Bay of Plenty Polytechnic	5	120	2	Graduates of the programme will have a knowledge of related	Students who complete six NZ DipBus papers mayreceive a n	NZDipBus exit qual - w	NZDipBus exit qual - with endorsements HR, Mktg		
Business	PC9626	Certificate in Business	Phlair International College	5	120	2	Graduates will gain business skills that will enable them to ope	NZDipBus papers offered will include (Only six to be chosen):	NZDipBus exit qual	NZDipBus exit qual		
Business	MA7003	Certificate in Business	Universal College of Learning (UCOL)	5	120	2	Students will demonstrate a wide range of business skills and k	Accounting principles, introduction to commercial law, the eco	NZDipBus exit qual	NZDipBus exit qual		
Business	TK1015	Certificate in Business (Level 5)	Western Institute of Technology at Taranaki	5	120	2	The graduate may in a range of diverse and changing organisa	The following courses will be offered in this programme:□□□□	NZDipBus exit qual	NZDipBus exit qual		
Business	CH3965	Diploma in Business	Christchurch Polytechnic Institute of Technology	5	120	2	Graduates from this programme will have gained the skills and	The programme provides students with practical skills and kno	NZDipBus exit qual	NZDipBus exit qual & endorsements available and		
Business	PC9483	Diploma in Business	Edenz Colleges Limited	5	120	2	Graduates will have a range of vocational skills relevant to cler	The course includes modules in Information Systems, Accounting, Economics, Busin		General business capabilities		
Business	112318	Diploma in Business	New Zealand Management Academies Limited	5	120	1	This qualification recognises the broad base of technical busin	The Level 5 Diploma in Business focuses on the development of general business ca		General business capabilities		
Business	OT5073	Diploma in Business (Level 5)	Otago Polytechnic	5	120	2	Students who graduate with this diploma will have a sound kno	Accounting Principles, Organisation & Management, Business	NZDipBus exit qual	NZDipBus exit qual		
Business - m	CH3771	Diploma in Business (Marketing)	Christchurch Polytechnic Institute of Technology	5	120	2	Students will gain an excellent understanding of the principles	Marketing principles, marketing management, business comm	NZDipBus exit qual - M	NZDipBus exit qual - Marketing		
Business - m	WK2607	Diploma in Business Management	Waikato Institute of Technology	5	120	2	Graduates will have developed skills and knowledge in the abil	Graduates will have developed skills and knowledge in the ability to competently use		15 credit papers - degree prep or exit qual?		
Business	111090a	Diploma in Business Studies	Unitec New Zealand	5	120	1	Graduates will be able to apply specific skills in business, com	The course covers communication and management, with an	NZDipBus??	General business capabilities		
Business	WR2875	Diploma in Business Studies (Level 5)	Waiariki Institute of Technology	5	120	2	On successful completion of this qualification, students will hav	The DipBS is an entry level qualification for those students wh	NZDipBus??	General business capabilities & prep for further st		
Business	WK2227	Diploma in Business Studies (Level 5)	Waikato Institute of Technology	5	120	2	Graduates will gain an in-depth knowledge and skills of busines	Four endorsements are available within this qualification: 1: Internet Marketing Endor		General business capabilities & prep for further st		
Business - Co	WR2899	Diploma in Commerce (Level 5)	Waiariki Institute of Technology	5	120	2	The Diploma in Commerce is an entry level qualification for tho	The Diploma in Commerce comprises courses that exist withi	Degree exit qual cf NZ	Degree exit qual (15 credit papers but cf NZDipBu		
Business - Int	PC1333	Diploma in International Business	AIS St Helens	5	120	3	Graduates will demonstrate knowledge of essential business d	The qualification comprises of 7 courses, including Accounting, Management, Econo		General business capabilities with international fo		
Business - Int	112441	Diploma in International Marketing	Edenz Colleges Limited	5	120	1	Graduates will have an understanding of the essential element	Management, Marketing, Economics, Develop a Marketing Plan, Evaluate internation		Marketing		
Business - M	OT5074	Diploma in Marketing (Level 5)	Otago Polytechnic	5	120	2	Students who graduate with this diploma will have a sound kno	Organisation and Management, Fundamentals of Marketing, E	NZDipBus exit - Marke	General business capabilities with marketing focus		
Business - M	WR2910	Diploma in Marketing (Level 5)	Waiariki Institute of Technology	5	120	2	On successful completion of this qualification, students will hav	The Diploma in Marketing is an entry level qualification for tho	NZDipBus exit qual - M	General business capabilities with marketing focus		
Business - Sr	AI2054	Diploma in Small Business Enterprise	Te Wananga o Aotearoa	5	120	2	On successful completion of this course, graduates will gain a	Eight modules. Introductions to accounting and finance; organisational management,		SBE		
Business - Sr	110013	Diploma in Small Business Management	Apostolic Training Centres Limited	5	120	1	On completion of this programme graduates will gain a recogni	This course is based on papers from the New Zealand Diplom	NZDipBus exit qual	SBM		
Business - sp	112867	Diploma in Sport Business	Edenz Colleges Limited	5	120	1	People with this qualification will have achieved an of understa	This course of study contains subjects and topics that are rele	Unique?	Sport Mgt		
Business - M	HB3917	Diploma in Wine Marketing	Eastern Institute of Technology	5	120	2	To provide students with the knowledge and skills to enable the	Buyer Behaviour & Communication, Marketing Planning & Cor	Unique?	Wine Mktg		
Business mgr	107878	Diploma of Business Management	Concordia Institute of Business Limited	5	120	1	Students are able to: analyse and research information, prepar	Teamwork, information analysis and research, staff recruitment, workplace safety, pre		General business capabilities with marketing focus		
Business & M	112858	MFH Diploma in Business and Management	Making Futures Happen International Institute Limited	5	120	1	The graduate of this programme will have basic skills and gene	The course contains general introductory business skills, kno	NZDipBus exit?	General business mgmt capabilities with marketing		
Business - M	112860	MFH Diploma in Marketing and Tourism	Making Futures Happen International Institute Limited	5	120	1	The graduate of this programme will have basic skills and gene	The course contains general introductory marketing and touris	NZDipBus exit?	General Marketing & tourism business		
Business	MN4516	MIT Diploma in Business (Level 5)	Manukau Institute of Technology	5	120	2	A graduate of the MIT Diploma in Business (Level 5) will: 1. be	469 Academic Skills for Business Students will recognise the	NZDipBus exit qual	General business capabilities with marketing focus		
Business	1498	National Diploma in Business	NZQA National Qualifications Services	5	120	21	The National Diploma in Business (Level 5) with optional strands in Accounting, Finance, Finance - Maori, Health and Safety	& qual 0783 expiring		Unit std - general with 709 + 490		
Business	108166	NZIST Diploma in Business	New Zealand Institute of Science and Technology Limited	5	120	1	Graduates will be able to successfully enter employment or fur	The course contains 10 compulsory modules covering basic b	Link to Intl DipBus	General business capabilities & prep for work or fu		
Business	107312	UUNZ Diploma in Business	UUNZ Institute of Business	5	120	1	Graduates will be able to apply principles underpinning good pr	The course comprises 6 compulsory modules covering genera	Link to USQ DipBus	General business capabilities & prep for work or fu		
Business - m	PC3551	Diploma in Business Management and Marketing	Travel Careers and Training Limited	5	127	2	Graduates will have the skills to work in management or marke	The course includes the National Diploma in Business (Level 5) embeds NDBL5		US - Business management & marketing capabilit		
Business - en	112033	Diploma in Business (Entrepreneurship)	Entrepreneurship New Zealand Trust	5	132	1	On completion of this course, learners will have a base of com	The course consists of the following modules from the National Foundation for Teach		Entrepreneur		
Business	109151	Prime Diploma of Business	Prime International College Limited	5	135	1	Graduates will have a broad base of knowledge and will be abl	The course covers the following compulsory modules, business communication, infor		General business capabilities & prep for further st		

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Business - Sr	173	National Diploma in Business (Small Business Management)	NZQA National Qualifications Services	5	140	4	This qualification recognises the competence, knowledge, and skills required to manage and develop small business ventures.	It encompasses and	Unit std - SBM - any		0		
Business - Int	107787	Diploma in International Marketing- China	Royal Business College Limited	5	145	1	Students will demonstrate: the skills, knowledge and competen	Course content includes generic and international marketing skills and knowledge, plu	Intl - China				
Business - ma	108714	Diploma in Business Management	Practical Education Institute	5	151	1	Graduates will have the knowledge and skills to work in manag	The course includes international administrative management practice and theory, ma	General business capabilities & prep for further st				
Business	PC9420	PTI Diploma In Business	Pacific Training Institute	5	163	2	On completion of the course, students will be able to seek emp	Content includes eight of the core NZDipBus papers: Account	NZDipBus exit qual	NZDipBus exit qual			
Business - Co	108576	Diploma in Commerce	Concordia Institute of Business Limited	5	240	1	Graduates are prepared for further business studies at tertiary	The course covers basic business disciplines and includes courses in accounting, ma	General business capabilities & prep for further st				
					Level 5 quals	39		TEC course completions for 16 local qualifications				2,304	
Business - Ap	NT4712	Diploma in Applied Business	NorthTec	6	120	2	The overall aim of the Northland Polytechnic Diplomas in Appli	Endorsements in: Business Communication Human Resource	Endorsements in: Busi	Applied business			
Business - M	HV4223	Diploma in Applied Marketing (Level 6)	Wellington Institute of Technology	6	120	2	Graduates of the Diploma in Applied Marketing (Level 6) will be	Compulsory: □□141 Marketing Principles □□244 Buyer Behavi	Expiring - NZDipBus e	Expiring - NZDipBus exit qual - Mktg			
Business - tra	CH3893	Diploma in Business Translation & Interpreting	Christchurch Polytechnic Institute of Technology	6	120	2	Students will gain practical experience in interpreting and trans	Intensive advanced English, principles and practice of interpreting, principles and pra	Discontinued - translation (not really business)				
Business - Ma	110011	Diploma in Marketing	Apostolic Training Centres Limited	6	120	1	On completion of this programme graduates will gain a recogni	This course is based on papers from the New Zealand Diplom	NZDipBus exit qual - M	General business capabilities with marketing focus			
Business - Ma	WK2466	Diploma in Marketing	Waikato Institute of Technology	6	120	2	Graduates will develop an intermediate level of skills and know	Content includes: marketing, buyer behaviour, communication strategies, advertising,	Marketing - business capabilities				
Business - de	PC9490	Diploma of Business Development	Edenz Colleges Limited	6	120	2	Graduates will have developed practical marketing, advertising	The course includes advertising briefs, e-business models, advertising campaigns, m	Marketing and e-business capabilities				
Business - ap	HB3972	EIT Diploma in Applied Business	Eastern Institute of Technology	6	120	3	A graduate of the Diploma in Applied Business will, in a range	Accounting Principles, Accounting Practices, Financial Account	NZDipBus exit qual - e	General business capabilities with applied focus			
Business	1499	National Diploma in Business	NZQA National Qualifications Services	6	120	11	The National Diploma in Business (Level 6) [Ref: 1499] recognises a range of business-related competence. It is primarily int	Replaced qual 0784	US but not with endo	156 + 488			
Business	108167	NZIST Diploma in Business	New Zealand Institute of Science and Technology Limited	6	120	1	Graduates will be prepared for a wide range of careers in busin	The course contains 10 compulsory modules covering business skills and concepts (Links to NCC International Advanced Diploma in B				
Business - Ma	MN4415	MIT Diploma in Marketing Communications	Manukau Institute of Technology	6	126	2	This programme prepares students for a career in marketing co	Public relations, marketing, advertising practice, advertising practice, consumer beha	Marketing communications				
Business - Ma	MA7005	Diploma in Marketing	Universal College of Learning (UCOL)	6	160	2	Students will demonstrate a wide range of business skills and k	Organisation and management; marketing principles; applied	NZDipBus exit qual - M	General business capabilities with applied marketi			
Business - en	WK2608	Diploma in Business Enterprise	Waikato Institute of Technology	6	240	2	Graduates will have developed skills and knowledge in a range	Content includes: Compulsory modules of Communication in Business and Writing fo	General business capabilities with options				
Business - Co	NE4699	Diploma in Commerce	Nelson Marlborough Institute of Technology	6	240	2	A graduate of the Diploma in Commerce will have a sound und	Introduction to accounting; professional communications; econ	Exit from degree?	General business capabilities with SME focus			
Business - Co	ST5065	Diploma in Commerce	Southern Institute of Technology	6	240	2	The programme will allow students to gain skills and knowledge	Understanding accounting information; principles of economics; business statistics. E	General commerce/business capabilities				
Business - Ex	112259	Diploma in Export Enterprise	The Export Academy of New Zealand	6	240	1	The Diploma in Export Enterprise aims to be vocationally valua	The first year of the qualification will provide a basic introduction to business subjects	Export focus business				
Business - Int	PC1640	Diploma in International Business	AIS St Helens	6	240	2	Graduates will have the knowledge and skills necessary to wor	The qualification comprises of 14 courses, including Intercultural Communication, Ma	International business - & prep for degree				
Business	9003	New Zealand Diploma in Business (Level 6)	New Zealand Qualifications Authority	6	240	60	The New Zealand Diploma in Business is a nationally recognis	Graduate Profile: A graduate of the New Zealand Diploma in	NZDipBus exit quals	NZDipBus	739/751 + 36,252 prescripti		
Business - int	111281	ICL Diploma in Business	ICL Education Limited	6	300	1	Graduates of this course will have knowledge and critical under	Academic study incorporating the study of established busines	Embeds NZDipBus	General business capabilities			
	84	Business qualifications			Level 6 quals	18	Small business/Entrepreneur	NZDipBus related	Unique?	Marketing		606	
						84		606 TEC course completions for 8 local L6 qualifications					
							Completions for 6-8 NZQA 'National' qualifications; TEC & NZIM results for courses contributing to 35 local qualifications					2,653	11,708

Category	Qual code	Qualification title	Qualification developer	Level	Credits	# of orgs	Strategic Purpose Statement	Content (+ Graduate Profile if available)	Duplication	Comment	Qual Completions (NZQA)	Summary Course completions TEC
Management & Leadership Qualifications (36)											1,822	2386
<i>Completions for 5 NZQA 'National' qualifications; TEC& NZIM results for courses contributing to 15 local qualifications</i>												
Management	1261	National Certificate in Employment Relations (Union Representation)	NZQA National Qualifications Services	2	44	1	The National Certificate in Employment Relations (Union Repre			ER - unit stds	45 completions 2010/11 - all	
Level 2 quals					1							
Management	743	National Certificate in Business (First Line Management)	NZQA National Qualifications Services	3	45	37	This qualification is the first of two qualifications for people who are, or are training to be first line managers (team leaders, supervisors, or charge ha			FLM - unit stds	914 completions 2011; 34 p	
Management	112476	Certificate in First Line Management and Leadership	Te Wananga o Aotearoa	3	64	1	Graduates may seek employment or continue with study e.g. th	Knowledge and skills covered in the first two elective sections include relevant busine		FLM - embeds NCBFLM L3?		
Level 3 quals					2							
Management	649	National Certificate in Business (First Line Management)	NZQA National Qualifications Services	4	45	58	This qualification recognises the skills and knowledge expected of people who are, or are seeking to be first line managers (team leaders, supervisor			FLM - unit stds	856 completions from 50 pr	
Management	1110	National Certificate in Public Sector Employment Relations (Partnership for Quality)	Learning State Limited	4	56	1	This qualification is for people who are, or seek to be engaged in employment relations activities in the public sector as employers, employees or uni			Qual expiring Dec 20	0	
Management	CA2298	Certificate in Management	Unitec New Zealand	4	60	2	Graduates from this programme will have fundamental skills ar	This course includes business processes, entrepreneurial business, human resource		usage? Doesn't appear on Unitec website		
Management	WK2347	Certificate in Management	Waikato Institute of Technology	4	60	2	Graduates will gain a basic knowledge of business to work in a	The programme consists of four compulsory and two optional	NZIM CertMgt papers	NZIM CertMgt papers (6)		
Management	109339	NZIM Certificate in Language, Culture and Management	New Zealand Institute of Management Incorporated	4	60	5	On completion of the course, students will be able to communi	The course includes five papers: Employment Relations, Hum	NZIM CertMgt papers	Integrates English language with NZIM CertMgt pa		
Management	HB3892	Certificate in First Line Management	Eastern Institute of Technology	4	80	2	Graduates will acquire knowledge and skills to undertake first li	Workplace management and team building; project managem	embeds NCBFLM L4	FLM - embeds NCBFLM L4		
Management	104977	NZIM Certificate in Management	New Zealand Institute of Management Incorporated	4	80	27	Graduates will demonstrate workplace competence in a broad	This contains 19 10-credit papers at Level 4 covering a range	NZIM CertMgt papers	8x10 credit NZIM papers; credit inclusion to NCEA		
Management	WC2913	Certificate in Performance Leadership	Tai Poutini Polytechnic	4	133	2	This programme aims to increase the capability of first line ma	Using Psychology to create opportunities for success, Leadership skills, Delegation s		Usage? Not on Tai Poutini website		
Level 4 quals					8			<i>TEC & NZIM course completions for 4 local qualifications</i>				546
Management	108107	Certificate in Management Studies	St George Institute of Learning	5	55	1	Successful students gain a professional qualification with the k	The course covers study skills and English for academic purposes; managing activitie		Usage? Not on St George website...		
Management	RK0027	Poupou Matauranga Whakahaere: Certificate in Management	Te Wananga o Raukawa	5	64	2	Graduates will be prepared to create and manage a small busi	This course includes matauranga whakahaere studies including skills and knowledge		Small bus mgt & estab focus		
Management	111104	Certificate in Supervision	New Zealand Management Academies Limited	5	69	1	People who hold this qualification will have the skills, knowledg	supervising workplace operations; team work; project planning and implementation as		Supervisory/FLM - not Unit stds		
Management	1019	National Certificate in Public Sector Services (Leadership Development - Middle Management)	Learning State Limited	5	85	1	This qualification is for people employed in the public sector who hold, or seek to hold, positions of leadership. An understanding of the public sector			Mid Mgt leadership -	4	
Management	OP5206	Diploma in Applied Management (Level 5)	The Open Polytechnic of New Zealand	5	120	2	Provides students with a range of management skills. Further i	Managing People; professional & technical writing or business	NZDipBus exit qual	Mid Mgt - NZDipBus & degree papers		
Management	AO3155	Diploma in Human Resource Management	Aoraki Polytechnic	5	120	2	To give students the opportunity of gaining a qualification in hu	A selection of 6 papers from the NZ Diploma in Business.	NZDipBus exit qual	HRMgt - NZDipBus papers		
Management	CH3456	Diploma in Human Resource Management	Christchurch Polytechnic Institute of Technology	5	120	2	Students are provided with general business skills along with a	Organisation & Mgmt, Bus Communication, Personnel Mgmt,	NZDipBus exit qual	HR Mgt - NZDipBus & degree papers		
Management	WR2909	Diploma in Human Resource Management (Level 5)	Wairiki Institute of Technology	5	120	2	The DipHRM (level 5) is a specialised, alternative qualification	Human Resource Management, Employment Relations, Orga	NZDipBus exit qual	HRMgt - NZDipBus papers		
Management	OP5060	Diploma in Human Resources	The Open Polytechnic of New Zealand	5	120	1	The programme provides graduates with the skills and knowled	The compulsory courses cover law, organisation and manage	NZDipBus exit qual	HRMgt - NZDipBus papers		
Management	PR4913	Diploma in Management (Not for Profit Sector)	Whitireia Community Polytechnic	5	120	2	Graduates will have a basic understanding of business and ma	The programme consists of Communications, Management, Accounting, Strategic Ma		Not for profit - not offered 2011 - or 2012?		
Management	104986	NZIM Diploma in Frontline Management	New Zealand Institute of Management Incorporated	5	120	1	Graduates will undertake a wide range of complex frontline ma	This programme consists of 11 modules relating to specific as	embeds NCBFLM L4	Mid Mgt FLM - encompass L4 NCBFLM		
Management	104984	NZIM Diploma in Management	New Zealand Institute of Management Incorporated	5	120	39	Graduates will have knowledge and skills relating to general m	Participants choose 6 papers from the New Zealand Diploma	NZDipBus exit qual - h	NZDipBus exit qual w		
Level 5 quals					12			<i>TEC & NZIM course completions for 5 local qualifications</i>				1,672

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Management	WC2920	Certificate in Strategic Leadership	Tai Poutini Polytechnic	6	80	2	Graduates of this programme demonstrate an understanding of	The following courses are included in this programme: Leading Authentically - Self av	Leadership - Usage?	Not found on Tai Poutini web		
Management	HV4231	Diploma in Applied Management (Human Resources) (Level 6)	Wellington Institute of Technology	6	120	2	Graduates will be able to: Identify human resources strategi	Courses: 130 Organisation and Management 233 Human	NZDipBus papers	Expiring - HRMgt - NZDipBus papers + practicum		
Management	HV4201	Diploma in Applied Management (Level 6)	Wellington Institute of Technology	6	120	2	Graduates of the programme will be able to demonstrate: The	Selected from: Special Project Develop strategies to fost	NZDipBus papers	Expiring - AppliedMgt - NZDipBus papers + projec		
Management	110014	Diploma in Human Resource Management	Apostolic Training Centres Limited	6	120	1	On completion of this programme graduates will gain a recogni	This course is based on papers from the New Zealand Diplom	NZDipBus exit qual	HRMgt - NZDipBus papers		
Management	OT4964	Diploma in Human Resource Management (Level 6)	Otago Polytechnic	6	120	2	To provide students with theoretical and practical knowledge ar	Organisation and Management, Leadership and Strategy, Hum	NZDipBus exit qual	HRMgt - NZDipBus papers		
Management	PC3231	Diploma in Strategic Leadership	Apostolic Training Centres Limited	6	120	2	At the end of the course graduates will be able to work as lead	This course emphasizes practical application of leadership skills. The modules includ		Strategic BusMgt Usage? Not on ATC website		
Management	107877	Diploma of Business Management (Advanced)	Concordia Institute of Business Limited	6	120	1	Students are able to: analyse, research strategise, prepare glo	Development and implementation of: strategic plans, risk analysis, research, global a		Not NZDipBus or US?		
Management	CA2331	Diploma in Management	Unitec New Zealand	6	126	2	Graduates will acquire knowledge and competencies in order to	Four discipline areas are covered within the Diploma: Marketin	DM & NZDipBus	-NZIM DipMgt - NZDipBus papers		
Management	1419	National Diploma in Public Sector Management (Leadership Development)	Learning State Limited	6	130	1	This qualification is for people who are employed in leadership roles in the State sector and who aspire to senior leadership roles. The qualification is			Mgt/Leadership - pub	3	
Management	MA7006	Diploma in Management	Universal College of Learning (UCOL)	6	160	2	Students will demonstrate a wide range of business skills and k	Organisation and management; marketing principles; human r	NZDipBus exit qual	Mgt - NZDipBus papers		
Management	108873	NZIM Diploma in Management (Advanced)	New Zealand Institute of Management Incorporated	6	160	5	Graduates of this programme will demonstrate the ability to un	The programme has 2 compulsory NZDipBus papers: 230 Lea	NZDipBus papers at L	Mgt Adv - NZDipBus or degree papers		
Management	111288	Diploma in Advanced Business Management	New Zealand Career College Limited	6	192	1	The qualification prepares participants for employment at mana	The course covers interpersonal skills, group dynamics, motivation and managerial le		Mgt Adv aimed at International students		
Management	112319	Diploma in Business (Advanced)	New Zealand Management Academies Limited	6	240	1	This qualification recognises the broad base of technical busin	In year one, the Level 6 Diploma in Business (Advanced) focu	UK quals	Adv mgt/bus qual - links to BTEC qual UK vocatio		
Management and Leadership												
36 qualifications				Level 6 quals	13		Human Resource Management	FLM/Supervisory	NZDipBus papers			168
											1822	2,386
											<i>168 TEC & NZIM course completions for 6 local qualifications</i>	
Competitive Manufacturing Qualifications (6)												
											Completions for 3 'National' qualifications and 1 local qualification	
											1,251	24
Competitive M	WC2918	Certificate in Competitive Manufacturing (Level 2)	Tai Poutini Polytechnic	2	60	2	The qualification delivers introductory knowledge and skills to a	Compulsory content includes: Competitive Manufacturing practices including process		Any embedding of NC?		
Competitive M	1215	National Certificate in Competitive Manufacturing	Forest Industries Training and Education Council (FITEC)	3	50	10	This qualification is for employees new to competitive manufacturing. The qualification recognises the candidate's knowledge of and skills with competitive manufacturing				1009	
Competitive M	WC2919	Certificate in Competitive Manufacturing (Level 4)	Tai Poutini Polytechnic	4	82	2	This qualification is for team-leaders in Competitive Manufactu	Compulsory content includes: Competitive Manufacturing systems implementation, P		Any embedding of NC?		
Competitive M	1216	National Certificate in Competitive Manufacturing	Forest Industries Training and Education Council (FITEC)	4	70	9	This qualification is for leaders in competitive manufacturing who interact between members of their team and management. The qualification recognises the candidate's k				56	
Competitive M	1458	National Diploma in Competitive Manufacturing	Forest Industries Training and Education Council (FITEC)	5	120	9	This qualification is for managers in competitive manufacturing who have responsibilities for the performance of their people and processes or services. The qualification c				186	
Competitive M	111375	NZIM Diploma in Competitive Manufacturing Management	New Zealand Institute of Management Incorporated	5	120	1	Graduates holding this qualification will have developed a rang	The qualification contains topics on manufacturing evolution, strategic approaches to		Any embedding of ND?		24
Competitive Manufacturing												
6 Qualifications											1251	
Project Management Qualifications (4)												
											Completions for 2 'National' qualifications and 1 local qualification	
											17	33
Project Mana	1500	National Certificate in Project Management	NZQA National Qualifications Services	4	70	2	The National Certificate in Project Management (Level 4) [Ref: 1500] recognises the skills and knowledge of a project team member. People awarded this qualification will				2	
Project Mana	104987	NZIM Diploma in Project Management	New Zealand Institute of Management Incorporated	5	120	1	Graduates will have knowledge, skills and competence to man	Study includes conceptual and working knowledge, skills, and tools, to plan, manage		Any embedding of NCPM L4/L5?		
Project Mana	1501	National Diploma in Project Management	NZQA National Qualifications Services	5	120	2	The National Diploma in Project Management (Level 5) [Ref: 1501] recognises the skills and knowledge of a project manager. People awarded this qualification will have c				15	
Project Mana	ST5297	Diploma in Project Management	Southern Institute of Technology	6	120	2	The programme will allow students to: Gain skills and knowled	The Project Management Lifecycle; Organising and Defining the Project; Costing, an		Any embedding of NCPM L5?		
Project Management												
4 Qualifications											17	

Category	Qual code	Qualification title	Qualification developer	Level	Credits	# of orgs	Strategic Purpose Statement	Content (+ Graduate Profile if available)	Duplication	Comment	Qual Completions (NZQA)	Summary Course completions TEC	
Quality Management Qualifications (4)											Completion for 1 'National' qualification		1
Quality Mana	369	National Certificate in Quality Management	NZQA National Qualifications Services	4	65	9	The National Certificate in Quality Management [Ref: 0369] is for: □□□managers, team leaders, and facilitators with responsibility for quality, and/or			Quality Management	1		
Quality Mana	NE4612	Certificate in Quality Assurance	New Zealand Organisation of Quality	5	90	3	Graduates will have a broad understanding of quality assurance	The programme, developed by The New Zealand Organisation for Quality (NZOQ), co		Discontinued qual			
Quality Mana	1729	Certificate in Quality Assurance	The Open Polytechnic of New Zealand	5	90	2	Graduates of this programme will be able to: Explain how mod	The qualification covers: Concepts of quality, Customer focus, Service quality, Suppli		Quality Management - linked to NZ Organisation f			
Quality Mana	CH3978	Certificate in Quality Systems	Christchurch Polytechnic Institute of Technology	6	50	2	The graduate of the Certificate in Quality Systems will be able	The Certificate of Quality Systems has one compulsory course related to the philosop		Quality Management - Business			
Quality Management 4 Qualifications													
Maori Business Qualifications (11)											1 Completion for 3 NZQA 'National' qualifications; TEC results for courses contributing to 7 local qualifications		2,401
Maori Mana	1432	National Certificate in Maori Management - Generic (Whakangahu ki Te Ao Maori - Workplace Practices)	NZQA Maori Qualifications Services	3	50	1	The National Certificate in Maori Management - Generic (Whakangahu ki Te Ao Maori - Workplace Practices) (Level 3) is an introductory qualification			Maori Management	0		
Maori Busines	365	National Certificate in Maori Business and Management	NZQA Maori Qualifications Services	4	92	3	The National Certificate in Māori Business and Management [Ref: 0365] is for those seeking a career in Māori business, or who are working in a Māo			Maori Business & Ma	1 (2010)		
Maori & bus a	PC9497	Te Taumata o te Arahiko	Te Kohanga Reo National Trust Board	4	120	2	Qualification holders will have knowledge in computers within t	Study includes computing and information, and Kaupapa o te	Embeds NCC L4	Maori & bus admin embeds NCC L4 (60 credits)			
Maori busines	108263	Te Taumata o Te Paerangatiranga	Te Kohanga Reo National Trust Board	4	131	1	Holders will be able to demonstrate understanding of tikanga M	Maori business and management organised in ten kete		Maori business and management			
Maori busines	OP5207	Diploma in Maori Business (Level 5)	The Open Polytechnic of New Zealand	5	120	2	Provides students with knowledge of work activities and specifi	Management & advanced management of Maori resources; Maori authorities; Maori s		Maori business and management			
Maori BusAdm	AW1245	Te Umanga Papatahi/Certificate in Business Administration	Te Whare Wananga o Awanuiarangi	5	120	2	Completing students will be able to describe the ways in which	The course includes introductions to entrepreneurs and entreprenmeurial opportunitie		Maori business admin			
Maori busines	RK0041	Heke Kaute (previously known as Heke Matauranga Kaute)	Te Wananga o Raukawa	5	131	2	Graduates will have a good understanding of, and ability in te r	This course includes accounting models, accounting for hapuu and iwi affairs, forecas		Maori business - accounting			
Maori - info m	RK0018	Heke Puna Maumahara (previously known as Diploma in Maori and Information Management)	Te Wananga o Raukawa	5	131	2	Graduates will have the foundations to work in a range of organ	The course includes te reo Maaori studies, iwi and hapuu studies, and Maaori and Inf		Maori - info management			
Maori busines	RK0020	Heke Toko Mana	Te Wananga o Raukawa	5	131	2	Graduates will have entry-level administrative and managerial s	This course includes Maori administration studies, iwi and hapu studies, and Te Reo		Maori bus admin/management			
Maori - mgmt	RK0012	Heke Whakahaere (previously known as Diploma in Maori and Management)	Te Wananga o Raukawa	5	132	2	Graduates will be prepared to administer and manage a range	This course includes management papers on methods of managing organisations, iwi		Maori business management			
Maori busines	366	National Diploma in Maori Business and Management	NZQA Maori Qualifications Services	5	132	1	The National Diploma in Maori Business and Management [Ref: 0366] recognises the advanced skills, knowledge and competence required for peop			Maori business & ma	0		
11 Maori Business Qualifications											1	2,401	
							Printing colour code - by category						
							Expiring/Discontinued	Availability? Not found on provider website					
							Accounting	NZDipBus papers					
							Business Admin & Computing	Embeds NCBAC or NCBA or NCC					
							Business	Small business/Entrepreneur	Marketing	Unique?	Embeds FLM/NZIM papers		
							Management & Leadership	Human Resource Management	FLM/Supervisory				
							Competitive Manufacturing						
							Project Management						
							Quality Management						
							Maori business						

APPENDIX 3: SUGGESTIONS FOR SKILLS AND KNOWLEDGE FOR QUALIFICATIONS

Level 4 FLM qualification must produce effective managers/supervisors that possess skills and knowledge associated with:

- Staff selection and recruitment
- Training and induction
- Goal setting and monitoring
- Problem solving
- Health and safety implementation and monitoring
- Quality monitoring
- Performance management
- Job coaching

Contact Centre Sector Review Group (SRG)

Level 5 New Zealand Diploma in Business (Management) qualification must produce managers that possess skills and knowledge associated with:

- Change management
- Financial management and decision making
- Accounting knowledge
- Human resource management
- Organisational direction and strategy
- Managing a business unit
- Self-development and performance improvement
- Keeping up to date with best practice
- Relevant legislation
- Development of business plans
- Quality monitoring
- Performance management
- Risk management
- Business continuity procedure (BCP) management

Contact Centre Sector Review Group (SRG)

Level 5 FLM qualification

A graduate will have:

- The skills and attributes needed to be an effective manager
- The ability to undertake a range of management roles in the organisation
- The ability to plan and implement management strategies
- An understanding of systems development and management process and planning
- An understanding of key communication strategies
- The ability to recognise, develop and implement continuous improvement strategies
- The ability to anticipate, plan and strategise for the future.

Proposed modules:

- Managing Work Priorities & Professional Development
- Manage Effective Workplace Relationships
- Manage Projects
- Develop your Project Plan and Presentation Skills
- Manage Quality Customer Service
- Manage People Performance
- Ensure Team Effectiveness
- Manage Risk
- Develop a Workplace Learning Environment
- Ensure a Safe Workplace
- Manage Operational Plan
- Facilitate & Capitalise Change & Innovation

NZIM Inc

Applied Leadership Qualification

Feedback indicates a strong desire to maintain a public sector relevant qualification(s), however there is support to modify the existing qualifications into an “Applied Leadership” qualification.

Targeting middle managers and above (or Staff Sergeants, Warrant Officers, Captains within the defence forces), the qualification would broadly encompass the following areas:

Recommended Content

- Learning agility
- Limitation of powers
- Organisational agility
- Decision making
- Risk analysis and assessment
- Logistics
- Professional development
- interpersonal communication
- Emotional intelligence (EQ)
- Problem solving and managerial courage
- Strategic agility/skills
- Operation skills
- Working effectively across organisational boundaries
- Managing change

(Learning State – for the NZ Defence Force)

Handout for 2010 NZABE Conference: Outcome Statement – First Draft

New Zealand Diploma in Business

Level 6
Credits 120
Type Diploma

Strategic Purpose

The purpose of this qualification is to provide the business sector with people who have a breadth of general business knowledge and depth of knowledge and skills in one or more business specialisations. Graduates will be capable of strategic level thinking in a variety of business contexts. This qualification is intended for people already working in a dynamic business environment or for people wishing to study full or part time.

Outcome Statement

The Diploma in Business recognises achievement of a broad range of general business knowledge and skills, and a number of optional business specialisations. It is developed by NZQA and has a review date of 1 January 20(XX).

Graduate Profile

Graduates with this qualification will be able to integrate technical, conceptual and behavioural knowledge and skills to achieve outcomes in business. In particular, they can:

- Demonstrate expertise in a range of specialised technical business skills
- Apply business knowledge and theories to decision making and business activity
- Understand the dynamics of organisational culture and governance in a range of entities
- Understand the implications of emerging drivers for business practice
- Understand the impacts on business of biculturalism and cultural diversity
- Use research, analytical and evaluation skills across a range of business activity

- Apply critical and innovative thinking and problem solving skills in business activity
- Contribute to the strategic decision making and leadership of a business
- Participate in teams and demonstrate collaboration at a level where synthesis of understanding and decision making on behalf of an organisation occurs
- Apply interpersonal and communication skills to a range of business situations
- Behave ethically and professionally
- Take responsibility for their own learning and behaviour and contribute to organisational learning and development

Education Pathways

This diploma builds on from business and other certificates and diplomas at Level 5. It may lead to further study such as a business degree. Depending on the electives achieved by the graduate, it is also a recognised pathway to [xx Peak Body membership]

Employment Pathways

Graduates will likely be employed in one of the following contexts:

- Business in the public or private sector in either
 - Small business enterprise, or
 - Medium or large business enterprise, or
 - Not for profit or voluntary enterprise
- Self employment in a business enterprise

and may be involved in:

- Advisory activity on behalf of one or a number of business enterprise(s)
- Management activity
- Leadership within a business enterprise

Prerequisite

It is recommended that candidates have completed the New Zealand Diploma in Business Level 5 or have equivalent knowledge and skills gained through study or work.

APPENDIX 4: COMPETENCY DESCRIPTIONS

Competency Descriptions

Teamwork & cooperation (fosters group facilitation and management, conflict resolution, motivation of others, creating a good workplace climate)

Flexibility (adaptability, perceptual objectivity, staying objective, resilience, behavior is contingent on the situation)

Relationship building (networking, establish rapport, use of contacts, concern for stakeholders. e.g. clients)

Computer literacy (able to operate a number of packages; has information management awareness)

Conceptual thinking (creative thinking, insight, pattern recognition, critical thinking, problem recognition and definition, can generate hypotheses, linking ideas)

Technical expertise (job related technical knowledge and skills, depth and breadth, acquires expertise, donates expertise)

Organizational awareness (understands organization, knows constraints, power and political astuteness, cultural knowledge, ethical understanding)

Interpersonal communication (effective speaking and listening, utilizes and is responsive to non-verbal communication)

Concern for order, quality & accuracy (monitoring, concern for clarity, reduce uncertainty, keeping track of events and issues)

Impact & influence on others (impression management, strategic influence, presentation skills, showmanship, persuasion, collaborative influence)

Initiative (seizes opportunities, bias for action, proactive, self motivation, persistence, decisiveness, strategic orientation, diagnostic focus, looking deeper, contextual sensitivity)

Customer service orientation (helping and service orientation, focus on client needs, commercial awareness, actively solves client problems)

Developing others (coaching, mentoring, providing support, training, developing others, positive regard)

Leadership (vision, taking charge, concern for subordinates, builds a sense of group purpose, assertiveness, decisiveness, firmness of standards)

Energy & passion (a positive 'can-do' attitude, high energy levels, enthusiasm, pro-active, strong drive)

Analytical thinking (thinking for self, reasoning, practical intelligence, planning skills, problem analyzing, systematic)

Self control (resistance to stress, staying calm, high emotional intelligence (EQ), resists temptation, stamina, not impulsive, can calm others)

Organizational commitment (align self and others to organizational needs, business-mindedness, self sacrifice)

Ability and willingness to learn (desire and aptitude for learning, learning as a basis for action)

Interpersonal understanding (empathy, sensitivity to others, diagnostic understanding, awareness of others' feelings)

Self confidence (strong self concept, internal locus of control, independence, positive ego strength, decisive, accepts responsibility)

Personal planning and organizational skills (ability to organize self and others, effective time management, organizes and completes tasks effectively and efficiently)

Written communication (relevant skills / appropriate use of: emails, internal memos, internal and external reports, letters to clients)

Achievement orientation (task accomplishment – a completer, seeks results, employs innovation, has competitiveness, seeks impact, aims for standards and efficiency)

Problem solving (actively solves identified problems, carries through to completion)

Source: *Hodges and Burchell – Business Graduate Competencies, Asia-Pacific Journal of Cooperative Education, 2003, 4(2), 16-22 (appendix p22)*

APPENDIX 5: TARGETED REVIEW OF QUALIFICATIONS

The Targeted Review of Qualification¹³ at levels 1-6 on New Zealand's ten-level qualifications framework commenced in 2008. The review aimed to ensure that New Zealand qualifications are useful and relevant to current and future learners, employers and other stakeholders.

The Targeted Review was a key deliverable of NZQA's Statement of Intent 2009-2011. The review was initiated in response to concerns raised by employers, employees and unions about the clarity and relevance of qualifications, particularly vocational qualifications.

The 2008-09 review found that the qualifications system was difficult for learners, employers and industry to understand because it:

- was not relevant to some employers and industry
- was not user-friendly, and the status of qualifications was unclear
- contained a large number of similar qualifications which made distinguishing between qualifications and identifying education/career pathways difficult.

A package of seven changes was recommended by the review and approved by the NZQA Board for implementation. These were to:

1. Establish a unified New Zealand Qualifications Framework (NZQF)
2. Require the use of existing quality assured qualifications, and change the design rules for National and New Zealand qualifications to allow for more inclusion of local components
3. Require mandatory periodic reviews of qualifications to determine whether they are still fit for purpose
4. Strengthen and standardise qualification outcome statement requirements
5. Introduce a mandatory pre-development assessment stage for qualification developers
6. Strengthen industry involvement in qualification development
7. Provide clear information about whether a qualification is active, inactive or closed.

All recommendations, apart from change 3, were implemented in 2010. Change 3 to require periodic reviews of qualifications commenced in early 2011. For more information see [Reviews of Qualifications](#).

Overall, the changes streamline and simplify the qualifications system. The establishment of the NZQF as a single location for all qualifications has made it easier to find information about qualifications. The provision of information about the status of every qualification has reduced the number of available qualifications. The new requirements for listing qualifications on the NZQF will prevent the duplication and proliferation of qualifications.

Involved parties

The Ministry of Education, NZQA, the Tertiary Education Commission and Department of Labour worked with the Industry Training Federation, Business New Zealand and the Institutes of Technology and Polytechnics New Zealand, the New Zealand Council of Trade Unions, the Private Training Establishment sector and Te Taihuhu o Nga Wananga on the Targeted Review of the Qualifications System.

¹³ NZQA Targeted Review of Qualifications - retrieved August 2012, <http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/targeted-review-of-qualifications/>

Some key findings from the *Employers opinions*¹⁴ of *Certificates and Diplomas on the NZ register of quality assured qualifications* were:

- The majority of respondents indicated that they used prospective employees' qualifications to assist them in the hiring process. In addition, the majority of respondents thought it was important for applicants to have formal qualifications.
- Most respondents thought qualification developers understood the needs of their industry, thought that qualifications for their specific industry were relevant for their business, and thought that qualifications provided employees with the keys skills for their specific business.

Some key findings from the *Learners' experiences*¹⁵ of *Certificates and Diplomas on the NZ register of quality assured qualifications* were:

- Learners generally felt the skills and knowledge that they were gaining from their qualification were useful. The skills identified as the most useful were those that were practical and applicable to employment, yet transferable into other skill set areas.
- Learners generally find information about qualifications from the internet and from people who work at tertiary education organisations. However, learners do not spend a lot of time comparing qualifications across different providers. Most commonly, they choose a provider and then seek information about that provider's qualifications.
- Generally, learners chose their specific qualification because it was accessible in terms of cost, location and time. An exception to this pattern of choosing behaviours were industry trainees, who did not have a choice about which qualification they chose because study is part of their work training.

¹⁴ <http://www.nzqa.govt.nz/assets/About-us/Consultations-and-reviews/TROQ/report-employers.pdf>

¹⁵ <http://www.nzqa.govt.nz/assets/About-us/Consultations-and-reviews/TROQ/report-learners.pdf>

APPENDIX 6: TERTIARY EDUCATION COMMISSION: FUNDING & FOUNDATION LEARNING

The [Tertiary Education Strategy](#) provides the overall framework within which funding decisions are made, ensuring that funding supports TEOs to deliver on the government's outcome priorities.

Each fund has specific eligibility criteria that define which TEOs may apply for that funding. Criteria are specified in a funding determination by the Minister of Education according to [section 159L of the Education Act 1989](#).

The TEC have released guidance for TEOs seeking funding for foundation education at levels one and two. The TEC document *Levels One and Two Supplementary Plan Guidance for 2013 plans*¹⁶ sets out the Government's policy objectives, explains how the TEC will allocate funds, along with eligibility and reporting requirements for foundation education funded provision.

The new approach is to make sure that TEC investment reflects the Government's new policy objectives for SAC funded provision at levels one and two. These are:

- a. to provide people who do not already have essential foundation skills with a low-cost way to gain those skills;
- b. to provide progression to higher-level study and skilled employment;
- c. to avoid the costs to individuals of student loan borrowing for acquiring essential foundation skills;
- d. to build the language, literacy and numeracy skills of eligible students;
- e. to enable beginning students to learn English or te reo Māori; and
- f. to reward those providers who are best able to meet the needs of foundation education students.

"Foundation skills" in this context means not just literacy, language and numeracy (LLN, which includes digital literacy), but also life and communication skills that prepare learners for further study or for entering/re-entering the workforce. (The exception is for language learning, where "foundation skills" just refers to entry level skills.)

To reflect these objectives, from 2013 onward, the TEC will set new quality standards and eligibility requirements for all delivery at levels one and two. An increasing proportion of SAC investment in NZQF levels one and two will be allocated via a competitive process, starting with approximately one third of level one and two funding in 2013.

The key features of the investment approach are explained in sections two and three. Further information and documentation associated with the competitive process will be published shortly on the TEC website.

¹⁶ TEC document on foundation education funding
<http://www.tec.govt.nz/Documents/Forms%20Templates%20and%20Guides/Levels-One-and-Two-Supplementary-Plan-Guidance-2013.doc>

APPENDIX 7: Māori Business and the Māori Economy

The Māori economy has opened the doors to new ways of thinking about how Māori manage and participate in business. Māori economy indicators provide opportunities for new ways of thinking about how Māori conduct business, underpinned by Māori practice and concepts.

“Traditionally focused on primary industry, our tribal businesses are increasingly looking to diversify portfolios: telecommunications; property; carbon forestry; digital technology; and of course, power generation.” “Our businesses include partnerships with government, private companies and overseas investors. Maori businesses and entrepreneurs are working together both domestically and internationally on major economic initiatives.”¹⁷

The Māori economy has been the subject of a number of reports (the Māori Economic Taskforce,¹⁸ and Te Puni Kōkiri¹⁹), and its improvement is part of the focus of the Māori Trustee.²⁰ It is important for the wider business environment to come to terms with the fact that Māori, and the Māori economy, are a great contributor to the overall economy (\$37 billion in 2010)²¹ and are part of the solution to the current economic situation in New Zealand. Ngai Tahu is the South Island's largest company and Treaty of Waitangi settlements continue to provide a platform for tribal and Maori led growth. Pita Sharples commented that “NZ Inc is that much stronger with Maori as an integral part of it. This is our unique edge we have over the rest of the world.”¹⁷

In the short to medium term there is significant potential to lift the performance of Māori enterprises and collective ventures (iwi, Māori trusts and incorporations) as key contributors to the Māori economy. Growing the Māori economy will increase the resilience and growth of the New Zealand economy with significant flow-on benefits from a societal perspective. The responsibility for achieving these gains lies not just with Māori or government alone. To be successful, Māori must take a leadership role with the involvement of the private sector and the enabling arms of government.²²

“The intent is to develop a strategy and supporting initiatives to improve economic development outcomes for whānau, hapū and iwi Māori ... to think about building the capability of our people across the board – our mokopuna, our rangatahi, our pakeke, our kaumātua. Education, training, and improved labour market participation are significant areas of focus to lift Māori household incomes and therefore improve Māori socio-economic well-being. These are inter-generational initiatives which require transformational changes in behaviour, the results of which will be seen over the long-term.”²³

As Māori businesses are now becoming major players in the New Zealand economy, it is important for tomorrow's leaders to know how and why the philosophies of Māori businesses differ from that of our mainstream businesses.²⁴ Victoria University Business School goes on to say that studying Māori Business is a unique way of understanding Māori issues and getting a one-of-a-kind commerce degree that sets you apart. Graduates in Māori Business are

¹⁷ Sharples, Pita. (2012). Speech at a review of the Māori contribution to NZ Inc.

¹⁸ BERL (2010), *The Māori Economy*. (Report prepared for the Māori Economic Taskforce).

¹⁹ Te Puni Kōkiri (2012), *The Māori Economy*. (<http://www.tpk.govt.nz/mi/in-print/our-publications/fact-sheets/the-maori-economy/download/tpk-maorieconomy-2012.pdf>).

²⁰ “The fundamental role of the Māori Trustee organisation is to work with owners to protect and build their land and other assets, and to assist the overall improvement of the Māori economy.” Role of the Māori Trustee (<http://www.maoritrustee.co.nz/role-of-the-maori-trustee>).

²¹ According to *The National Business Review* (2012). (<http://www.nbr.co.nz/article/maori-economy-valued-37-billion-cw-109974>).

²² Te Rangi, Tame. (2012). Strategic & Relationship Advisor – Te Rūnanga o Ngāti Whātua; Māori Business Working Group; Whakaruruhau Chair – Whakairo; and Whakaruruhau – Māori Governance.

²³ Te Rangi, Tame. (2012). Strategic & Relationship Advisor – Te Rūnanga o Ngāti Whātua; Māori Business Working Group; Whakaruruhau Chair – Whakairo; and Whakaruruhau – Māori Governance.

²⁴ Victoria Business School, Victoria University of Wellington. (2012). (<http://www.victoria.ac.nz/vbs/study-careers/subjects/mbus>).

invaluable in all areas of government, in the private sector, and in the Māori organisations that are emerging as an important part of New Zealand's commercial and cultural landscape.

At the initial qualification development hui, the Māori Business Qualifications Working Group (MBQWG) identified, that training providers need to be encouraged to offer programmes which offer the Mātauranga Māori Quality Assurance Mark, and where appropriate, qualifications should be submitted under the Mātauranga Māori Evaluative Quality Assurance model. The MBQWG recognised that this pathway will help advance the use of mātauranga Māori and meet the needs and aspirations of ākonga, their whānau, hapū, and iwi; and is vital if we are serious about accelerating Māori learner success.

The development of the Māori Business and Management qualifications should be underpinned by concepts of: whanaungatanga; manaakitanga; whakapapa; wānanga; rangatiratanga; and whānau, hapū, iwi, hāpori. It is critical that these concepts are also expressed in the programmes leading to the award of these qualifications, through appropriate levels of tikanga and te reo, to advance Māori business leadership.

The qualifications should encourage training providers to create programmes that examine the business aspects of Māori in business, but graduates should have knowledge of te reo Māori and tikanga Māori so they can engage fully with Māori and Māori organisations. Tikanga and reo must be implicit (or explicit where appropriate – eg wānanga, marae-based PTEs, Māori PTEs) aspects of the qualification for it to be uniquely and genuinely Māori, and to provide context; however, they should not create barriers to achieving Māori business qualifications. The intent of the development of Māori qualifications should be to create business qualifications that are Māori in nature and Māori in benefit, that non-Māori would also participate in and benefit from.²⁵

The purpose of Māori Business qualifications must be to provide business entities with people who have attained a breadth and depth of sustainable, transformational capabilities predicated upon a valid Māori worldview. They must allow people to advance their knowledge and skills in business, and to work with Māori in different environments.

The Māori Business Qualifications Working Group (MBQWG) identified the need to take into account the broad range of people encompassed under the descriptor “Māori”, and their equally broad and unique range of needs. They recommended that

- any Māori business qualifications must be distinguishable from other business qualifications, based on te reo Māori and tikanga Māori
- that the qualifications developed should be of value to Māori, across the board (whānau, hapū, iwi, hāpori and the ākonga)
- qualifications developed should involve skills and knowledge predicated on a Māori world view, and that Māori business qualifications at Level 3 through 6 were needed
- training providers should be encouraged to offer programmes which offer the Mātauranga Māori Quality Assurance Mark, to advance mātauranga Māori and meet the needs and aspirations of ākonga, their whānau, hapū, and iwi.

*Ka rere ana te wai o te awa
ki roto i te moana, ka ngaro*

*The fresh river waters that run into the ocean become lost in its vastness.*²⁶

²⁵ Alexander-Crawford, Philip. (2012). Law Lecturer, North Tec Polytechnic; Business Entrepreneur; Māori Business Working Group.

²⁶ Lake, Te Aramau (*Ngāti Tama*). In her doctoral thesis (*He Maramara mō te Ahi: Exploring the Possibilities for Treaty Partnerships* (2003)), Helen Potter offers the following:
Perhaps the most immediate interpretation is that of a warning, that to accept the identities offered by and through neo-liberal discourse is to become disconnected and lost.

ADDENDUM: PROPOSED BUSINESS QUALIFICATIONS

1. OVERVIEW OF PROPOSED BUSINESS QUALIFICATIONS

Currently there is a wide range of qualifications in Business with many apparently similar qualifications at the same level. The mandatory review was to reduce the duplication and proliferation of qualifications on a national scale, and to ensure that qualifications are useful, relevant and valuable to current and future learners, employers, and other stakeholders.

The current nationwide review of all sub-degree business qualifications is being led by the Governance Group appointed by owners of current Business qualifications and by national peak bodies. In consultation with stakeholders, the Governance Group has developed the proposed structure of ten qualifications for business to replace most of the 243 current qualifications that are part of the review.

The proposed qualifications structure is designed to meet the needs of a wide range of learners, employers and other stakeholders; and to be achievable in a range of contexts. The qualifications are designed to be sustainable for the future and provide the skills needed to improve performance and productivity; and contribute to growth.

The proposal is for a suite of ten business qualifications – eight stand-alone Certificate qualifications, and two Diplomas with a common core and specialist strands. The qualifications are designed to recognise generalist business skills and knowledge and also specialist areas, and be achievable in different contexts and to enable graduates to pursue the intended educational and employment outcomes.

The proposal suggests seven stand-alone Certificates in Business at levels 3 and 4

- Self employment (level 3) / Small business (level 4)
- Administration and technology (level 3 &4)
- Team leadership (level 3) / First line management (level 4)
- Accounting support services (at level 4 only)

and one stand-alone Certificate at level 5 (Māori Business and Management).

The proposal also suggests a Diploma in Business at each of levels 5 and 6, identifying a common core of 60 credits and integrating options with strands of 60 credits in each of Administration and Technology, Management and Leadership, and Accounting; with an additional strand at Level 6 in Māori business.

In addition to the proposed qualifications, at some later stage specialist strands and/or qualifications may be developed to be added to the range. Options for consideration may include:

- qualifications in Project Management and Competitive Manufacturing: these reviews are currently being conducted by the relevant sector groups, as part of the overall Business review, and will be developed separately;
- additional strands to level 5 and/or 6 Diplomas: such as Human Resource Management, Marketing, Agri-business; international business, hospitality/tourism - may be added separately where need is explicitly demonstrated;
- additional Māori business qualifications at levels 3 and/or 4 may be added separately, where need is explicitly demonstrated.

The original landscape of business qualifications has been adapted and the proposed version is informed by substantial stakeholder feedback. The approach is intended to meet the identified need for flexible learner pathways and responds to:

- issues identified in the analysis of current qualifications and their use
- needs identified in the literature review and wider needs analysis
- feedback from national peak bodies and business groups, including small businesses

2. Proposed suite of business qualifications

NZCB = New Zealand Certificate in Business (8)

NZDB = New Zealand Diploma in Business – with strands (2)

Category	Level 3	Level 4	Level 5	Level 6
Self-employment / Small Business	NZCB (Self-employment) (Level 3) (60 credits)	NZCB (Small business) (Level 4) (60 credits)		
Administration and Technology	NZCB (Administration and Technology) (Level 3) (60 credits)	NZCB (Administration and Technology) (Level 4) (60 credits)	NZDB (Administration and Technology) (Level 5) (60 credits) plus Compulsory core (60 credits)	NZDB (Administration and Technology) (Level 6) (60 credits) plus Compulsory core (60 credits)
Management and Leadership	NZCB (Introduction to team leadership) (Level 3) (45 credits)	NZCB (First line management) (Level 4) (60 credits)	NZDB (Management and Leadership) (Level 5) (60 credits) plus Compulsory core (60 credits)	NZDB (Management and Leadership) (Level 6) (60 credits) plus Compulsory core (60 credits)
Accounting		NZCB (Accounting Support Services) (Level 4) (40 credits)	NZDB (Accounting) (Level 5) (60 credits) plus Compulsory core (60 credits)	NZDB (Accounting) (Level 6) (60 credits) plus Compulsory core (60 credits)
Māori Business and Management			NZCB (Māori Business & Management) (Level 5) (60 credits)	NZDB (Māori business strand) (Level 6) (60 credits) plus Compulsory core (60 credits)

3. EVIDENCE OF NEED

The needs analysis report was compiled to inform the decisions of the Governance Group when designing the future range of business qualifications. There was comprehensive investigation and analysis to quantify need in terms of supply and demand, both existing and with a future focus. The conclusions reached are exemplified in the executive summary, and highlight the strategic need for business qualifications and the specific needs of learners and employers.

3.1 Learners

The needs of learners are summarised on page 3 of the need analysis, and more fully in the learner profiles on pages 14-15.

- Understanding the needs of the different learner groups should ensure the new qualifications enable programmes to be developed to meet the particular needs of different target markets.
- The learner profiles section identifies several market segments for business qualifications. Different drivers will influence the choices of each segment and need to be taken into consideration when designing qualifications.
 - students wanting to gain a full business qualification prior to entering the workforce (domestic, international, secondary/tertiary, full time/part time, Maori, Pasifika);
 - employees wanting to gain a full business qualification i.e. those already in the workforce, who may be employer sponsored or part time self funded learners;
 - employees needing to up-skill in a specific area of business. May be employer sponsored or part time self funded learners;
 - people seeking employment who might need specific skills to enter a business environment. May be second chance learners, upskilling or re-training adults;
 - employers and SME owners wishing to improve productivity and profitability of their business (may be upskilling themselves or employees, gap filling, mentored).

The proposed qualifications are designed with flexibility to allow programmes to be developed in a range of contexts to meet the specific needs of the identified target market.

3.2 Māori and Pasifika

Māori and Pasifika learners who may be in the market segments identified above, may have the additional aim of integrating language and culture to the business and management learning and qualifications.

The needs analysis overviews the Māori Business perspective and strategic need for Māori business qualifications, which is further evidenced as a specialty area 3.10 Māori business qualifications in this addendum.

The needs of Māori and Pasifika and all cultural groups are embedded into the proposed suite of qualifications. A statement to emphasise the bicultural and multi-cultural environment is included in all strategic purpose statements, with specific outcomes included in the graduate profile as appropriate.

3.3 Foundation education; literacy, numeracy and digital literacy (LLN)

The needs analysis identified a small number of existing business qualifications at level 2 and 3, with most in the business administration and computing area, which tend to be entry level with a focus on literacy, numeracy and foundation business administration and computing skills.

Polytechnics and private training establishments use level 2 BusAdmin qualifications for specific groups for training purposes

- return to work candidates where business administration skills, especially technical, had fallen behind current trends and confidence was low

- new immigrants to assist with ensuring basic work environment skills and knowledge within the New Zealand environment, and also to build confidence
- young people who have left secondary school without any qualifications
- pathways to higher level qualifications

AAPNZ advised that workplace assessment is seldom or perhaps never undertaken at Level 2 in business administration, and recommend that level 2 qualifications be considered as an educational foundation qualification rather than a specific qualification in business administration.

The review proposal is that learner needs at Levels 1 and 2 would be best met through appropriate foundation education, and recommend that the level 2 BAC and other foundation qualifications be referred to the 'General education' qualifications review which was scheduled for late 2012.

The needs analysis identifies that literacy, numeracy and digital literacy is key in foundation education and is expected of graduates of business qualifications. It is proposed that literacy, numeracy and digital literacy be embedded, and it is expected to be contextualised in the programmes developed towards these qualifications. This requirement is intended to be included in the assessment guidance conditions and will be further addressed in the next phase of the qualifications development.

3.4 Industry / Business Needs

The needs analysis considers the current and future needs of business, and these are covered in the executive summary (p1-4). The current situation is analysed (p9-14), and the strategic need is addressed in the 'future focus' section (p15-16) which includes available projections of future demand for occupations and qualifications, and is supported by the literature review (p27-34). The analysis of specialty areas (p18-26) provides information specific to a range of specialty areas considered as part of the review.

The key findings can be summarised as follows:

Business Skills

- The skills and knowledge required for business tend not to form a coherent body of knowledge.
- Well developed business skills are required for high performing workplaces and for businesses to gain competitive advantage.
- Skills and knowledge for business include a range of technical skills and abilities including personal attributes that may be relevant in a large range of businesses.
- Skills identified as most in need of improvement by industry groups were customer service and sales skills, team working skills, oral communication, followed by computer skills.
- Improving management skills, in particular people management, are needed to lift productivity.
- Emphasis on the need for "soft skills". Graduates should be good with people, able to work in teams and able to solve their own problems.
- Changing nature of skills required including an emphasis on skills associated with "knowledge work" e.g. cognitive skills such as abstract reasoning, problem solving, communication and collaboration with clients and colleagues.
- Skills and knowledge should be applied to a workplace or other real or realistic context.

According to Ministry of Education figures, Business and Management made up 54% of total management and commerce enrolments in 2010, and half of these were at Certificate and Diploma level.

In the Skills Challenge Report (p41), the New Zealand Department of Labour has forecast that the strongest growth in demand (averaging 6% p.a.) is for people with intermediate level vocational qualifications across a wide range of occupations in the next 10 years, driven particularly by management and professional occupations.

The proposed qualifications consider the strategic need for business qualifications, and place particular emphasis on ensuring the qualifications encompass the need for:

- better people management skills to raise productivity
- incorporating 'soft skills' such as communication skills in all business contexts
- graduates that are good with people, able to work in teams and able to solve their own problems
- graduates with sound technical and cognitive skills such as logic and reasoning; processing and analysis; attention skills; evaluation
- well developed business skills including a wide range of technical skills and abilities including personal attributes that may be relevant in a large range of businesses
- flexible qualifications that allow programmes to be developed that can adapt to change and meet new demands
- small modules of learning, with flexibility to apply to a range business contexts

The proposed qualifications are designed with flexibility to allow programmes to be developed in a range of contexts and to meet specific needs. The following will consider the need and justification for the proposed qualifications, firstly considering the general 'core' diploma in business, and then the 'specialist' areas proposed.

3.5 General and Core qualifications

Business is an umbrella term to include the NZ business sector as a whole, individual businesses, and business people. The proposed qualifications reflect this holistic approach where relevant.

There is currently a diverse range of qualifications that are grouped as 'business', including qualifications in areas such as Marketing and e-business, Export, International business, Business Communication, Human Resources, Health Management, Maori Business Development, Operations Management, Entrepreneurship, Marketing and Customer Service, Public Sector Management; along with a range of qualifications linked to management and leadership, accounting, business administration and computing, project and quality management. There appears to be demand for both 'specialist' and/or endorsed generic qualifications.

There are a number of similar core components in a range of the existing qualifications including communication, management, marketing, accounting, law, economics, information systems/ computing, statistics/maths, research skills, problem solving, business principles/environment, strategy, managing financial and people resources. Most of these are reflected in the range of business skills identified in the previous section 'industry business needs'.

The graduate profiles of all proposed new business qualifications include consideration of the learner, industry and business needs identified above. The 'core' for the Diploma in Business incorporates the general skills expected, which when combined with the specialty strand form the graduate profile for the qualifications.

There is no proposed general New Zealand Diploma in Business in the proposed suite of qualifications. The Governance Group decided not to retain stand alone specialist diploma qualifications or a general business diploma qualification at levels 5 & 6, instead identifying a common core and integrating options into business diplomas with a range of strands. All proposed diplomas contain a common core of 60 credits which combines with a strand to indicate the specialty area.

The proposal includes one New Zealand Diploma in Business (with strands) at each of level 5 and 6, for 120 credits, with the core and each strand totalling 60 credits each. At level 5, the available strands will include accounting, business administration and technology, and management / leadership. There is no strand in Māori business at level 5, but there is a separate Certificate, see below. At level 6, the available strands will include Māori business, accounting, business administration and technology, and management / leadership.

Further strands may be added in time, as the need is explicitly justified. The 'core plus strand' approach also allows the flexibility for linkages with other industry specific learning e.g. Tourism or Agri-business.

To be consistent with meeting the needs identified, the proposed Certificate qualifications include a relevant mix of soft skills and technical knowledge and skills, which are expected to be able to be applied in an organisation or in a realistic situation. The proposed mix is categorised as technical knowledge and skills, people skills, cognitive skills, affective skills, business environment.

3.6 Management and Leadership qualifications

The needs analysis identifies better people management skills are needed to raise productivity, and that demand for Management occupations is projected to grow. See pages 21-23 of needs analysis for further detail in the management and leadership area.

The Skills Challenge report (2011) forecasts demand for skills in Management occupations is projected to grow most rapidly over the next 10 years (increase of 62,000 jobs over 10 years – 1.7%pa). When commenting on the "*Management Matters*" research, the report noted that "better management could generate substantial improvements in productivity through getting higher productivity from existing staff and capital."

The literature review identifies national and international research which shows that improving management skills, in particular people management, is needed to lift productivity. Skills required were listed as leadership and management, developing management systems and techniques, team building, as well as planning, delegation and financial management, along with management systems, marketing, and computing.

Team working skills were identified by industry groups as the second most important skill needing improvement, and there may be a need for flexibility in qualification design to enable someone to prepare for leading teams before they actually supervise other people (required for current FLM qualifications).

Management and leadership qualifications would also support a key government programme, *Better Public Services*, by contributing to the development of staff to achieve stronger leadership, the right culture, and capability within the public sector.

There is strong evidence of demand for qualifications in first line management, and a need for a range of management/leadership qualifications that include human resource/people management and other areas of management.

The proposed qualifications are intended to replace current First Line Management qualifications at level 3 and 4, and pathway into business qualifications at levels 5/6, including specialist strands such as Management and Leadership.

The proposed qualifications for management and leadership:

- NZ Certificate in Business (Introduction to team leadership) (Level 3: 45 credits)
- NZ Certificate in Business (First Line Management) (Level 4: 60 credits)
- NZ Diploma in Business (Management and Leadership) includes NZ Diploma in Business Core (L5: 60 + 60 credits)
- NZ Diploma in Business (Management and Leadership) includes NZ Diploma in Business Core (L6: 60 + 60 credits)

meet the specific needs identified in the needs analysis around leading teams and being able to work in teams; and incorporating a range of skills expected of graduates of a business qualification.

3.7 Business Administration and Technology qualifications

The needs analysis identifies very high usage data for business administration qualifications, as demonstrated by both national qualification and TEC funded course completion data. Demand at lower levels is likely fuelled by fees free provision by TEOs. The needs analysis also identifies that literacy, numeracy and digital literacy is expected of graduates of business qualifications; and the need to improve productivity in New Zealand. See page 19 of needs analysis for further detail in the BusAdmin area.

There is evidence of demand for a progressive suite of business administration qualifications from level 2/3 to level 5/6, based on current supply and demand. However, the Skills Challenge Report indicates the forecast demand for clerical occupations is expected to remain at the current level, continuing a longer term decline in share of jobs in the labour market. A slight increase of 0.1% means approximately 20,000 additional jobs between 2009 and 2019.

The needs of this sector are intended to be met by the proposed qualifications which focus on the underpinning skills and knowledge needed by people in business and the community. Business and communities will benefit from having people who are qualified in business administration with relevant technical and administrative skills that can contribute to improving performance and productivity.

The proposed qualifications:

- NZ Certificate in Business Administration and Technology (Level 3: 60 credits)
- NZ Certificate in Business Administration and Technology (Level 4: 60 credits)
- NZ Diploma in Business (Administration and Technology) includes NZ Diploma in Business Core (L5: 60 + 60 credits)
- NZ Diploma in Business (Administration and Technology) includes NZ Diploma in Business Core (L6: 60 + 60 credits)

are intended to replace Business Administration (and BusAdmin & Computing) qualifications at levels 3 and 4, and pathway into Diploma in Business qualifications at levels 5/6, including specialist Administration and Technology strands; and meet the specific needs identified in the needs analysis around contributing to improved productivity; and incorporating a range of skills expected of graduates of a business qualification.

3.8 Self employment/ Small Business Management qualifications

The needs analysis points out that the needs of current and future self-employed people, those thinking of starting a business, and those involved with SMEs need to be considered in the suite of proposed business qualifications. Whilst there is significant existing demand for SME type qualifications at level 4, there is limited evidence of demand for higher level specialist qualifications for SMEs in New Zealand. The suite of business qualifications should be designed to be flexible enough to allow programmes to be developed that allow application in a range of contexts, including SME settings. See page 20 of needs analysis for further detail in this area.

The needs analysis highlights that New Zealand has a predominance of small to medium enterprises (SMEs), with 96% of New Zealand business enterprises categorised as SMEs. Business New Zealand favours a short course focus, and the NZTE Capability Development Voucher system initiative may be available to eligible businesses through the Regional Business Partner Network for capability building for SME owners.

The needs of this sector are intended to be met by the proposed qualifications which focus on the underpinning skills and knowledge needed by people who wish to become self-employed or who are actually self-employed or in a small business.

The proposed qualifications for self employment and SMEs are:

- NZ Certificate in Business (**Self-employment**) (Level 3: 60 credits)
- NZ Certificate in Business (**Small Business**) (Level 4: 60 credits)

These qualifications could pathway into Diploma in Business (stranded) qualifications at levels 5/6.

3.9 Accounting qualifications

There is evidence of demand for a business qualification with an accounting specialty, at levels 4-6, with academic and employment pathways clarified by New Zealand Institute of Chartered Accountants (NZICA) feedback. There is no specific future forecast for this specialist field, but the Skills Challenge report does show 'Technicians and Associate Professional' occupations are expected to grow by 1.3% pa (39,000) over the next 10 years. Accounting technicians may be considered in this category.

NZICA does not necessarily require a separate specialist qualification, but does require specialist visibility (ideally via an accounting strand of a generic business qualification) similar to the situation at present with the NZDipBus, where NZICA specify topics that potential College of Accounting Technician members must complete in order to meet the academic requirements for that College.

For further information on the accounting specialty area, see p18 of the needs analysis. The NZ Diploma in Business (Accounting) qualifications must be considered in conjunction with the proposed common 'core' of the qualification.

The needs of the sector are intended to be met by the proposed qualifications. The level 4 qualification has a focus on the underpinning skills and knowledge needed by people in or aspiring to be in financial support roles in business, and is not necessarily for accountancy specialists. People could pathway from this into the New Zealand Diploma in Business (Accounting) or other strands at levels 5/6, which are intended to meet the industry need for a broader business qualification with an accounting focus, and contribute to the requirements for 'Accounting Technicians'.

The proposed qualifications:

- NZ Certificate in Business (Accounting Support Services) (Level 4: 40 credits)
- NZ Diploma in Business (Accounting) includes NZ Diploma in Business Core (L5: 60 + 60 credits)
- NZ Diploma in Business (Accounting) includes NZ Diploma in Business Core (L6: 60 + 60 credits)

are designed to meet the specific needs identified in the needs analysis for this sector.

The proposed suite of business administration and technology qualifications may provide additional opportunities for up-skilling in the use of financial software and related technology applications, with a focus on a broader administrative role.

3.10 Māori business qualifications

The Māori economy has opened the doors to new ways of thinking about how Māori manage and participate in business. Māori economy indicators provide opportunities for new ways of thinking about how Māori conduct business, underpinned by Māori practice and concepts.

As Māori businesses are now becoming major players in the New Zealand economy, it is important for tomorrow's leaders to know how and why the philosophies of Māori businesses differ from that of our mainstream businesses.²⁷

In the short to medium term there is significant potential to lift the performance of Māori enterprises and collective ventures (iwi, Māori trusts and incorporations) as key contributors to the Māori economy. Growing the Māori economy will increase the resilience and growth of the New Zealand economy with significant flow-on benefits from a societal perspective. The responsibility for achieving these gains lies not just with Māori or government alone. To be successful, Māori must take a leadership role with the involvement of the private sector and the enabling arms of government.²⁸

²⁷ Victoria Business School, Victoria University of Wellington. (2012). (<http://www.victoria.ac.nz/vbs/study-careers/subjects/mbus>).

²⁸ Te Rangi, Tame. (2012). Strategic & Relationship Advisor – Te Rūnanga o Ngāti Whātua; Māori Business Working Group; Whakaruruhau Chair – Whakairo; and Whakaruruhau – Māori Governance.

“The intent is to develop a strategy and supporting initiatives to improve economic development outcomes for whānau, hapū and iwi Māori ... to think about building the capability of our people across the board – our mokopuna, our rangatahi, our pakeke, our kaumātua. Education, training, and improved labour market participation are significant areas of focus to lift Māori household incomes and therefore improve Māori socio-economic well-being. These are inter-generational initiatives which require transformational changes in behaviour, the results of which will be seen over the long-term.”²⁹

The development of Māori business qualifications must be underpinned by concepts of: whanaungatanga; manaakitanga; whakapapa; wānanga; rangatiratanga; and whānau, hapū, iwi, hāpori. It is vital that these are expressed in the programmes leading to the award of these qualifications, through appropriate levels of tikanga and te reo, to advance Māori business leadership.

The intent of the development of Māori qualifications was to create business qualifications that were Māori in nature and Māori in benefit (that non-Māori would also participate in and benefit from).³⁰

The purpose of Māori Business qualifications must be to provide business entities with people who have attained a breadth and depth of sustainable, transformational capabilities predicated upon a valid Māori worldview. They must allow people to advance their knowledge and skills in business, and to work with Māori in different environments. See page 25 of needs analysis for further detail in this area, and appendix 7.

The Māori Business Qualifications Working Group (MBQWG) identified the need to take into account the broad range of people encompassed under the descriptor “Māori”, and their equally broad and unique range of needs. It was decided then, for the MBQWG to do their part to accelerate Māori success and advance the use of mātauranga Māori, that:

- Māori business qualifications at Level 3 and Level 4 were needed, not to be developed as part of this review, but to be done at a later stage
- any Māori business qualifications must be distinguishable from other business qualifications, based on te reo Māori and tikanga Māori
- that the qualifications developed should be of value to Māori, across the board (whānau, hapū, iwi, hāpori and the ākonga)
- at Level 5 training providers should be encouraged to offer programmes which offer the Mātauranga Māori Quality Assurance Mark, to advance mātauranga Māori and meet the needs and aspirations of ākonga, their whānau, hapū, and iwi (also relevant for the potential level 3 and 4 qualifications)
- at Level 6, Māori business should be part of a New Zealand Diploma in Business, and so agreed that there would be a specialist Māori Business strand

The needs of this sector are intended to be met by the proposed qualifications which focus on the underpinning skills and knowledge identified. Business and communities will benefit from having people who are qualified in Māori business.

The proposed qualifications:

- NZ Certificate in Business (Māori Business and Management) (Level 5: 60 credits)
- NZ Diploma in Business (Māori Business) includes NZ Diploma in Business Core (L6: 60 + 60 credits)

meet the specific needs identified. The level 5 Certificate is intended for a particular audience, involving skills and knowledge predicated on a Māori world view. It is being developed in accord with Mātauranga Māori qualification development requirements.

²⁹ Te Rangi, Tame. (2012). Strategic & Relationship Advisor – Te Rūnanga o Ngāti Whātua; Māori Business Working Group; Whakaruruhau Chair – Whakairo; and Whakaruruhau – Māori Governance.

³⁰ Alexander-Crawford, Philip. (2012). Law Lecturer, North Tec Polytechnic; Business Entrepreneur; Māori Business Working Group.

