



Business Qualifications Support Material v2 2021

Guidance for providers of Business
Qualifications



RINGA HORA
Services

Workforce Development Council

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New Zealand Business Qualifications

Qualifications Support Material (QSM)

This document is designed to support Tertiary Education Organisations (TEOs) who are designing programmes leading to the new versions of the NZQF Business qualifications by providing detailed information about the qualifications and information on key areas that need to be considered in the programme and assessments.

About the Business qualifications

The Business qualifications have the overarching goal:

cohesive New Zealand business qualifications which are strategically relevant to New Zealand people and communities and their aspirations.

This goal informed the development of the qualifications and their 2018-2020 review and should inform all aspects of programme development and delivery.

The business qualifications were developed 2012-2014 to explicitly link with the above goal and meet the real needs of Aotearoa New Zealand's business communities, as documented in the Needs Analysis. This analysis was reconfirmed as still relevant for the 2018-20 review of the qualifications and is available at <https://www.nzqa.govt.nz/qualifications-standards/qualifications/business-qualifications/> or available on request from Qualifications@RingaHora.nz. It is the justification for each qualification and its strategic purpose, and the performance expectations of its target audience.

The Business qualifications are deliberately **flexible** and explicitly designed to be relevant to a wide range of contexts including all "New Zealand people and communities": from large organisations to a small marae, from commercial businesses to the volunteer sector, from ongoing business activities to one-off business events, etc. They are also designed to cater to both on-job and/or classroom assessment contexts.

To achieve their goal, New Zealand Business qualifications must **reflect the reality** of doing business in Aotearoa New Zealand. These qualifications are intended to be firmly based on the current realities and expectations of business in Aotearoa New Zealand.

The Business qualifications suite

Following is a list of the New Zealand Business qualifications at Levels 3-6. Appendix 1 outlines the Business Sector Qualifications Suite Pathways Map.

Title	Reference
New Zealand Certificate in Business (Administration and Technology) (Level 3)	2452
New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3)	2453
New Zealand Certificate in Business (Introduction to Small Business) (Level 3)	2454
<i>New Zealand Certificate in Workplace Relations (Union Representative) (Level 3)</i> <i>Expires December 2022</i>	2463
New Zealand Certificate in Business (Accounting Support Services) (Level 4)	2455
New Zealand Certificate in Business (First Line Management) (Level 4)	2456
New Zealand Certificate in Business (Small Business) (Level 4)	2457
New Zealand Certificate in Business (Administration and Technology) (Level 4)	2461

Title	Reference
New Zealand Certificate in Project Management (Level 4)	2462
New Zealand Diploma in Business (with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Marketing and Sales, and Project Management) (Level 5)	2459
New Zealand Diploma in Business (with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Māori Business and Management, Marketing and Sales, and Real Estate) (Level 6)	2460

Mātauranga Māori qualifications have been developed with a Māori world view and in consultation with whānau, hapū, and iwi; and with the guidance and expertise of Whakaruruhau, Governance and Working Groups. These include the following [Māori Business and Management qualifications](#):

Title	Reference
New Zealand Certificate in Māori Business and Management (Level 3)	3501
New Zealand Certificate Māori Business and Management (Level 4)	3502
New Zealand Certificate in Māori Business and Management (Level 5)	2712

For further information on the Mātauranga Māori qualifications, please contact NZQA Māori Qualifications Services at MQS@nzqa.govt.nz.

The Review of the Business qualifications, 2018-2020

In 2018-2020, NZQA National Qualifications Services facilitated the review of the eleven New Zealand Business qualifications.

The review was conducted in collaboration with and on behalf of the business communities in Aotearoa New Zealand. Stakeholders were kept informed and invited to contribute at all stages of the review. Stakeholders included Business New Zealand and other key bodies, all programme approval holders, and individuals who expressed an interest in the qualifications and the review.

An advisory committee of key stakeholders met in December 2018 and January 2019 to offer guidance relevant to the entire suite of qualifications, including specific issues such as the requirement for a *real or realistic* context for programmes. The committee confirmed the ongoing relevance of the [needs analysis](#) (available on request from Qualifications@RingaHora.nz) and reviewed the outcomes in the core section of each diploma. Review panels were convened in February-April 2019 to address the certificates and/or strands.

The outcomes of these advisory committee and review panel meetings were circulated for comment to stakeholders until consensus was achieved. A progress report was published in May 2019, and formal consultation in July/August resulted in further amendments.

The *Human Resource Management* and *Marketing and Sales* strands in both diplomas were not included in this review because they had not yet been used sufficiently to justify a review. These strands will be reviewed in 2022.

Main changes from the review:

- The requirement for a real or realistic context for programmes and assessment was reinterpreted to more flexibly meet the requirement.

- Outcomes for People, Cognitive, and Affective skills, and Business environment were reduced in number and included as relevant in other outcomes.
- Credits were allocated to individual graduate profile outcomes.
- The evidence requirements for assuring consistency were redrafted in light of consistency reviews that have been undertaken.
- The credits for New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3) [Ref: 2453], were reduced from 48 to 45.
- New Zealand Certificate in Workplace Relations (Union Representative) (Level 3) [Ref: 2463] was recommended to expire 31 December 2022, as there was no approved programme.
- Changes to individual outcomes were made to clarify the intention. There were no significant changes of substance made to the content.

Further detail is available from the July 2020 [Level 3-4 change report](#) and the August 2020 [Level 5-6 change report](#) for the review of New Zealand Business Qualifications.

Qualification conditions common across the suite

Condition 1:

*Programme delivery and all assessment must be conducted in a real business **context(s)** or based on the **scenario(s)** which must reflect the **requirements and practicalities** for conducting business in Aotearoa New Zealand.*

Context - the environment within which the entity operates. The *context*, therefore, is the internal and external environment and all the *requirements* that the entity must consider. For example, when learners are writing a Business Plan, this plan must consider the context that is, all the economic, financial, and internal/external relevant factors that are *practical*.

Practicalities - the *practicalities* of the business refer to real constraints, challenges, issues, or aspects that every business needs to consider for conducting business in Aotearoa New Zealand. For example, health and safety legislation, local by-laws and other environmental legislative and regulatory requirements (e.g. employment or privacy legislation), the social and cultural environment, both outside and within the context, etc.

Entity - A business entity or entities can be real or based on scenarios operating in the environment (context). *A business entity can be an organisation or a commercial or other enterprises such as not-for-profit organisations.*

In a real business context: the learner is working in a real business entity or the TEO has a real business establishment on the campus such as a café or internships/work placements. The learning activities of the learner during their work placement must be at the appropriate level for the qualification and the work activity must be intrinsically related to the content of the programme.

In a *scenario-based* business context, the programme delivery and assessments may not include a real business and therefore are based on a combination of real or simulated business case studies and project-work or other types of learning and assessment activities. The scenario-based context must replicate or mirror the practicalities and requirements of a real business environment. The scenario-based context can be supported by inviting guest speakers on relevant topics.

The *requirements of the business* refer to how the business is organised, operates, and meets its objectives. For example, they must include the interrelated functions of the business such as:

- The strategic or operational purpose and goals/objectives of the business
- future development plans
- operations/marketing/resourcing/personnel/financial and economic ...
- consideration of relevant legislation
- the external operating environment, both domestic and international
- internal processes, accountabilities, and relationships.

Condition 2:

Socially and culturally relates to ngā kaupapa o te Tiriti o Waitangi and multi-culturalism in Aotearoa New Zealand, in the context of this qualification.

Programme developers can easily find multiple ways of embedding the above condition in the programme. Developing cultural competencies is critical for all learners, as the graduate will be working in a multicultural society underpinned by bicultural foundations.

Tiriti o Waitangi / Treaty of Waitangi:

The principle of partnership: Partnership involves working together with iwi, hapū, whānau, and Māori communities. The programme should enable the learners to establish connections and reflect these connections through their formative and summative assessments. For example, when establishing a business plan learners should have strategies to be able to engage with Māori or iwi stakeholder groups.

The principle of active protection: Protection means actively protecting Māori knowledge, interests, values, and other taonga. Identity, language, and culture are important expressions of what it means to be a culturally located learner. Adding a Māori perspective to topics and inquiry is an opportunity to weave Tikanga and Māori viewpoints into everyday activities. For example, when establishing a business plan learners should have methods for ensuring business activities are in alignment with Māori interests.

The principle of participation: Participation is about equality of opportunity and outcomes. Programmes should include enabling learners to recognise culturally appropriate outcomes in the application of the above principles.

Programme Development

Key principles for programme developers:

- The strategic purpose of the qualifications directs the focus on the New Zealand business therefore the entity/entities chosen in the programme must reflect the environments that New Zealand businesses operate in, which includes consideration of the global/international business environment. The business requirements must be sufficiently complex to enable learners to demonstrate achievement of the outcomes at the appropriate level specified in the NZQF.
- The action verbs in the Graduate Profile Outcomes (GPOs) must be carefully considered as they indicate application and demonstration of knowledge and skills. Using the same action verb as the GPO in the course/module learning outcomes does not necessarily sufficiently demonstrate how the knowledge and skills will be applied therefore the GPOs should be sufficiently unpacked throughout the programme. This approach will also enable the learners to establish inter-related concepts and allow the tutors to scaffold concepts to provide more holistic learning.
- If the programme includes multiple strands and a learner will select one strand, then having a set of compulsory core courses/modules addressing concepts that are common across the multiple strands is a suitable approach, but it is not compulsory.
- The programme structure should take into account stakeholder views and the needs of target learners. More information is provided in Appendix 2, under the relevant level 5 and 6 qualification headings.
- In all business qualifications from level 3 to 4, *GPO Behave professionally and ethically and in a socially and culturally responsible manner, and apply personal and interpersonal skills to provide...* has been contextualised according to the focus of the qualification i.e. *administration and technology or accounting supporting services*, etc. It is up to the programme developers to decide whether to integrate this GPO across different courses/modules or have a separate course/module in the programme. Keeping in view, the knowledge and skills specified in the GPO are associated with other business concepts it is advisable to integrate the GPO across the programme, where relevant.

The GPO refers to what are known as soft, transversal, or transferable skills:

- professional: attitudes, adaptability, respecting others;
- ethical: widely accepted standards relating to compliance with the law, being honest in dealings, contracts, societal standards, and institutions;
- socially: environmental, community, and sustainability expectations;
- culturally: diversity, cultural awareness (including concerning ngā kaupapa o te Tiriti o Waitangi and multi-culturalism in Aotearoa New Zealand);
- personal skills such as problem-solving, decision-making, self-management/time management, critical thinking;
- interpersonal skills such as communication, teamwork, negotiation, conflict-management.

The complexity of soft skills will depend on the level of the qualification and associated knowledge and skills addressed in the programme. For example, an assessment at level 5 in which a learner is presenting business information to an audience will necessitate demonstration of soft skills at that level in terms of dressing, body language, the complexity of the concepts and critical thinking, interaction with the audience, eye contact, time management and so forth.

- Some qualifications and strands refer to professional qualifications outside these New Zealand qualifications. For example, the Accounting strand of the diplomas state:
Achievement of this qualification with the Accounting strand may equip graduates to meet the academic entry requirements for Chartered Accountants Australia and New Zealand's Accounting

Technician (AT) College. Similar statements are in Administration and Technology, and Project Management qualifications. It is important to recognise that any decision about the graduate's meeting the entry requirements is not automatic, but it is the responsibility of the concerned professional body to determine.

- Some of the optional unit standards indicated in this document are currently at the quality assurance review stage. Please refer to the NZQA website for the current status of these unit standards: <https://www.nzqa.govt.nz/framework/explore/field.do?frameworkId=75270>
- Appendix 2 includes specific information concerning each business qualification, including the Unit standards developed specifically for assessment towards the business qualifications.

Programme approval and provider accreditation

Providers will need to obtain [programme approval and provider accreditation](#) to deliver an approved programme before they can offer the qualifications. A programme change will be required before current providers can offer the reviewed versions of the qualifications – see [Changes to programme approvals](#).

The [New Zealand Certificates for secondary schools](#) webpage provides information for those wanting to be accredited to offer an approved programme towards New Zealand qualifications at levels 1-6 (non-NCEA) in a school-based setting.

As part of the NZQA programme approval process, providers will need to obtain a letter of support from the relevant WDC – in this case Ringa Hora Services WDC. For information relating to requesting support for a programme, see <https://www.ringahora.nz/for-providers-including-schools/requesting-support-for-programmes/>.

Assessment Guidance

The qualifications do not prescribe any particular type of assessment. Programmes need to identify an assessment approach that will suit the learners, the context, and learning outcomes. Assessment in a programme should include a mix of several different approaches.

The assessment method used should be relevant to the learning outcomes being assessed, for example, using an exam with multiple-choice questions when the learning outcome requires explanation and implementation of a certain concept, is not appropriate.

Whatever assessment methodology is used, it must ensure that learners have achieved all the learning outcomes. Assessing against learning outcomes that map to the graduate profile is central to assuring the quality and integrity of programmes. Multiple opportunities may be provided for learners to be assessed against learning outcomes, but this should be supported by a quality assurance system that verifies the achievement of all learning outcomes.

Assessments designed for an 'achievement-based system must set the minimum passing requirements for achieving the learning outcomes: the requirements for 'passing' an assessment. For example, a 50% mark, is the minimum mark required to achieve the stated learning outcomes, what standard of performance is required to gain 50% should be defined.

A brief description of each proposed assessment is encouraged when submitting an application to NZQA for programmes leading to these qualifications. This description should include how the qualification condition i.e. real business context or scenario-based is addressed in the respective assessment.

Assessments should consider the learners' business English proficiency and ensure that it is at the level of the qualification and of a standard that would be reasonably regarded as being work ready by employers and industry.

Case studies are an appropriate assessment tool; however, the type and quality of the case studies are important. Case studies published in peer-reviewed journals, business reviews, and conferences are encouraged. Cases and research papers related to New Zealand business will enable learners to relate the theory to the New Zealand market. This is particularly important when learners need to show an understanding of New Zealand legislation or the New Zealand cultural context.

Group assessment is an appropriate assessment approach. It is important to ensure that group assessment is only used where it makes sense to use it (i.e., where it is appropriate for the learning outcome being assessed). It is also important that all group members have contributed to the assessment task to a degree where the assessor is sure of everyone's ability concerning the learning outcomes. Shared products, such as a co-authored report, can be difficult to identify the individual contribution of each team member or to be assured that each team member has achieved the assessed learning outcome. Recording group presentations and using individual assessment forms (e.g., individual tasks mapped against each learning outcome being assessed) are useful ways of collecting evidence for a group-based assessment.

Ensuring the authenticity of assessment requires multiple layered approaches that cover prevention, such as promoting academic honesty and developing sound academic writing skills, and detection of a wide range of academic dishonesty such as heavy use of uncited sources, use of synonym-replacement software, and contract cheating. Sole reliance on "knowing the student" or the use of similarity detection software is unlikely to be sufficient.

Marking guidance for assessors should be sufficiently detailed with the expected level of performance against the assessed learning outcomes, as well as provide examples of learner evidence that illustrate the level of the expected response. It should ensure that assessors can make consistent judgments between the work of different learners but also ensure that there are consistent judgments between different assessors. Annotated learner answers, in part or whole, are helpful benchmarks for assessors.

Feedback

For feedback about the qualifications and/or this qualifications support material please send an email to qualifications@ringahora.nz.

Other Related Links

Assessment and moderation of standards: <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/>

Writing Learning outcomes: <https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/writing-learning-outcomes.pdf>

Online Assessments: <https://www.nzqa.govt.nz/providers-partners/monitoring-and-assessment/online-assessment/>

Authenticity – the assurance that evidence of achievement produced by a learner is their own: <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

Managing assessment to prevent and detect academic fraud: <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/preventing-detecting-academic-fraud/>

Generic resources and guidelines on good assessment practice: <https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/>

Distance learning: <https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/distance-online-delivery.pdf>

Appendix 1: Business Sector Qualifications Suite Pathways Map

New Zealand Business qualifications - Business Sector Qualifications Map 2021

The current Business qualifications are due for review by July 2025, except two strands in the Level 5 & 6 Diplomas due for review in 2022 (HRM; Mktg & Sales).

	Suite of ten Business Qualifications					Mātauranga Māori Business & Management Qualifications
Level 3		NZ Certificate in Business (Administration and Technology) (Level 3) [Ref: 2452] (60 credits)	NZ Certificate in Business (Introduction to Team Leadership) (Level 3) [Ref: 2453] (45 credits)		NZ Certificate in Business (Introduction to Small Business) (Level 3) [Ref: 2454] (60 credits)	NZ Certificate in Māori Business and Management (Level 3) [Ref: 3501] (60 credits)
Level 4	NZ Certificate in Business (Accounting Support Services) (Level 4) [Ref: 2455] (50 credits)	NZ Certificate in Business (Administration and Technology) (Level 4) [Ref: 2461] (60 credits)	NZ Certificate in Business (First Line Management) (Level 4) [Ref: 2456] (60 credits)	NZ Certificate in Project Management (Level 4) [Ref: 2462] (60 credits)	NZ Certificate in Business (Small Business) (Level 4) [Ref: 2457] (60 credits)	NZ Certificate in Māori Business and Management (Level 4) [Ref: 3502] (60 credits)
Level 5	New Zealand Diploma in Business (Level 5) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Marketing and Sales, and Project Management (Level 5) [Ref: 2459] (120 credits)					NZ Certificate in Business (Māori Business and Management) (Level 5) [Ref: 2712] (60 credits)
Level 6	New Zealand Diploma in Business (Level 6) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Māori Business and Management, and Marketing and Sales (Level 6) [Ref: 2460] (120 Credits)					

- **Level 3** – standalone qualifications in Administration and Technology, Team Leadership, Small Business; also Māori Business and Management (MM qual). In December 2022 the NZ Certificate in Workplace Relations (Union Representative) (Level 3) [Ref: [2463](#)] will expire (*Last Date for Entry was 31/12/2020*).
- **Level 4** – standalone qualifications as per level 3, plus Accounting Support Services and Project Management
- **Level 5** – one stranded Diploma as per level 4 streams minus small business; plus Human Resource Mgmt, Marketing and Sales (extra strands added to the Level 5 & 6 Diplomas in 2017 are due for review in 2022). Consistency event expected in 2022.
- **Level 6** – one stranded Diploma as per Level 5 streams, minus Project Mgmt, and with a Māori Business and Management strand (not a standalone MM qual). Consistency rating not confirmed. In April 2021 the Real Estate strand was removed from the Level 6 Diploma at the request of the Skills Organisation.

Appendix 2 of this QSM further unpacks the intent and expectations around each of the qualifications, and should be read in conjunction with each qualification document.

Appendix 2: Specific guidance information for each business qualification (including optional unit standards)

Includes suggestions for programme developers concerning each business qualification. Also includes optional unit standards that have been developed to align with the reviewed qualifications.

Level 3

New Zealand Certificate in Business (Administration and Technology) (Level 3) [Ref: 2452-2] (60 credits)

Conditions:

The general conditions are the same as discussed on pages 3-4.

Suggestions for programme development:

GPO 5 *Behave professionally and ethically and in a socially and culturally responsible manner and apply personal and interpersonal skills to contribute to the performance of the office.* The requirements for this GPO should ideally be woven throughout the full programme as mentioned above.

Learners must be introduced to the concepts prescribed in the GPO that will enable them to eventually demonstrate the intended *behaviour*. The GPO refers to an *application to contribute to the performance of the office*. This does not necessarily mean that the learner needs to be in a real office setting. It can be simulated through role-play, case studies, and other means as long as the requirements and practicalities of a real business entity are incorporated.

The assessment(s) must be designed in a way to enable the learner to apply the personal and interpersonal skills as realistically as possible. For example, if the assessment requires a learner to create office memos then the format should be similar to those that are commonly used. Another example is that if a learner is making a presentation then the entire approach in terms of delivery and content should be in a professional manner appropriate to the given environment of a real office.

Optional unit standards:

Standards developed primarily for assessment within this qualification [Ref: [2452 v2](#)] are:

- 29024 v2 Provide business administration support using business technology. L3, 15 credits. (*aligns part GPO1 + part GPOs 3-5*)
- 29025 v2 Provide general office services using business technology to support business operational activities. L3, 15 credits. (*aligns part GPO1 + part GPOs 3-5*)
- 29026 v2 Process data and perform calculations to produce information for business purposes. L3, 10 credits. (*aligns part GPO2 + part GPOs 3-5*)
- 29027 v2 Produce business documents using software applications. L3, 10 credits. (*aligns part GPO2 + part GPOs 3-5*)
- 9681 v7 Contribute within a team or group which has an objective. L3, credits 3. (*aligns with GPO3*)
- 29796 Collaborate effectively with others in a digital environment. L3, credits 7. (*aligns with GPO3 – and generally contributes to graduate profile*)

New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3) [Ref: 2453-2] (45 credits)

Conditions:

The general conditions are the same as discussed on pages 3-4.

Suggestions for programme development:

Please note that there was a change from 48 credits to 45 credits.

GPOs 1, 3, 4, and 6 require the learner to demonstrate the application of their knowledge and skills in practical situations. When developing a programme of study leading to the qualification, it is important to provide opportunities for the learner to gain and practise these skills through formative assessments first.

GPO 1 *Use effective team performance principles to lead a team.* This can either be in a real/collegial context or a simulation or role-play. Team performance principles should include the use of different leadership styles for different people and situations.

GPO 2 *Develop objectives for a team.* Objectives should be SMART (specific, measurable, attainable, realistic, timely). For example, all emails from clients will be responded to within two business days or achieve \$10k sales through the online shop in one month.

GPO 3 *Communicate effectively with stakeholders.* Stakeholders include but are not limited to colleagues in the same team, other colleagues within the entity, or clients/customers of the entity. Types of communication include face-to-face, telephone, e-mail, and letters.

GPO 4 *Work cooperatively within a team and contribute to the achievement of objectives.* A team can either be in a real/collegial context or a simulation or role-play. It is important to be mindful that the *objectives* will be relevant and specific to a business entity.

GPO 5 *Apply effective problem-solving and decision-making for business purposes.* Recognised problem solving/decision-making processes should be used that: define the problem; generate possible solutions; evaluate and select a solution; implement and evaluate the solution.

Assessments must allow the learner to apply the personal and interpersonal skills as realistically as possible. For example, an assessment on leading a team should include communication and professional/ethical behaviour. Another example can be that learners, in a group for five or more, organise a fundraising event such as a sausage sizzle, for a real charitable organisation. Learners would then need to establish objectives according to their chosen charity, communicate with external clients (selected charity and any other businesses through which resources will be procured) and internal stakeholders (other team members), work collaboratively as each learner is assigned a role to meet the associated responsibilities.

Optional unit standards:

Standards developed primarily for assessment within this qualification [Ref: [2453 v2](#)] are:

- 29041 v2 Apply principles for effective performance within a team in a business context. L3, 20 credits.
- 29042 v2 Develop objectives for a team in a business context. L3, 15 credits
- 29043 v2 Describe and compare different styles of team leadership in a business context. L3, 10 credits

Note: The review of version 1 of standard 29041 decreased credits from 23 to 20 credits to align with the change in the qualification from 48 to 45 credits.

New Zealand Certificate in Business (Introduction to Small Business) (Level 3) [Ref: 2454-2] (60 credits)

Conditions:

In addition to the conditions specified on pages 3-4, the qualification refers to a *Small business as an entity that is either owner-operated or employs no more than 20 people.*

A small business can be a commercial or other enterprises, not necessarily for profit.

Suggestions for programme development:

The programme developers must keep in mind that the potential small business and its requirements must be sufficiently complex to enable demonstration competency of the full range of knowledge and skills as specified by the GPOs and meet level 3 NZQF level descriptor.

For example, if learners choose to develop an establishment plan for a local retail shop (e.g., dairy) then consideration should be given to all aspects of establishing a small business which includes, *making sure the idea is viable, choosing a business name, structure, investigating how NZ business number is registered, regulations, the process of registration for GST and trademark.* A learner proposing to establish a home business to sell hand-knitted mittens in their local community without considering the relevant laws related to registration, trademark, and other aspects of establishing a business would be unable to sufficiently meet the GPOs and the expected level of complexity as outlined in the NZQF Level 3 descriptor.

Optional unit standards:

Standards developed primarily for assessment within this qualification [Ref: [2454 v2](#)] are:

- 29055 Identify a business opportunity/ies and assess compatibility with own abilities, interests, and preferences. L3, 5 credits
- 29057 Assess the feasibility and viability of a potential small business opportunity. L3, 20 credits
- 32340 Identify the external environment of a business opportunity/ies. L3, 15 credits
- 32341 Produce an establishment plan for a small business opportunity/ies. L3, 20 credits

Note: 32340 and 32341 jointly replaced 29056

Level 4

New Zealand Certificate in Business (Accounting Support Services) (Level 4) [Ref: 2455-2] (50 credits)

Conditions:

The general conditions are the same as discussed on pages 3-4.

Suggestions for programme development:

GPO 2 Calculate and prepare PAYE, GST, and FBT returns, manage accounts payable and receivable, and prepare payroll and related administration records. If the business entity is a not-for-profit entity there will be no requirement to prepare an income tax return for the entity – but PAYE, GST, and other return(s) will still be required. However, the competency of preparing a tax return will still be required to be assessed irrespective of the type of entity to meet the respective GPO.

GPO 3 Collaborate and contribute to the achievement of team objectives. The programme must enable the learner to develop skills related to collaboration and communication. The team objectives must be in the business context undertaking the realities and practicalities of an actual business if simulated scenarios are being used. The assessment must enable the learner to submit tangible evidence to demonstrate collaboration and contribution. Evidence should be objective and may include comprehensive self-assessment supported by feedback/observations by the supervisors/peers, etc.

Collaboration in an authentic context, with groups of learners working together towards a shared goal, can be difficult logistically for tutors as well as for the learners, and real-time observations of groups can be challenging, but technology can help to capture these interactions. Depending on the type of assessment activity, the learner should be able to submit evidence such as, but not limited to, *directed observations from the tutors, meeting minutes/recordings, presentation notes/recording, peer reflection etc.* However, the assessment activities must enable each learner to demonstrate individual evidence of collaboration and contribution.

Optional unit standards:

Standards 29010 – 29013 developed primarily for assessment within version 1 of this qualification are proposed to expire 31 December 2023.

New Zealand Certificate in Business (First Line Management) (Level 4) [Ref: 2456-2] (60 credits)

Conditions:

The general conditions are the same as discussed on pages 3-4.

Suggestions for programme development:

This qualification does not require supervisory or management experience before entry into the programme.

GPO 1 Manage workflows in an operational context to achieve team objectives. The workflows should be at the operational level in a business. A workflow is a business process that contributes to achieving set targets. It includes a series of activities, people, and tools needed to complete a task. For example, sending invoices to clients following the prescribed service delivery rules is an example of a simple workflow. The selected workflows in the programme must sufficiently demonstrate and meet the complexity of knowledge and skills according to the NZQF Level 4 descriptor.

GPO 2 Assess actual and/or potential issue(s) and respond appropriately to entity management to contribute to entity objectives – the “actual and/or potential issue(s)” can be issues relating to people or issues that are systems-based. They may address a perceived problem or seek greater efficiency and/or effectiveness. The learning outcomes and assessments must enable the learner to develop skills and knowledge related to the identification of issues/problems in a specific business process and proposing solutions to the identified issues. It is essential that the issues and proposed solutions are related to a specific business process(es) and not to the organisation as a whole, because the focus of the qualification is on first-line management in which, day to day operational issues and activities should be addressed. The identification of problems and proposals for solutions at a wider organisational level is more aligned with senior managerial roles at the strategic level rather than the operational level. For example, an assessment activity requiring learners to identify issues in the existing new customer registering process and proposing solutions accordingly is more at the operational (workflow) level as compared to requiring a learner to identify potential businesses for future mergers/acquisitions.

The GPOs are application-oriented and require learners to demonstrate different skills throughout the programme. These include motivation, communication, promotion of diversity, and application of leadership. As known, first-line managers should be able to translate organisational strategies into operational level strategies therefore the programme must include learning and assessments that would enable the graduates to demonstrate the above skills about the organisational strategies. For example, in an assessment learners can develop a new staff induction manual based on an existing HR policy. Through a simulated assessment, this can be presented to the class (i.e., employees or individuals representing a specific employee union). The questions from the audience should then be based on real requirements/practicalities such as identifying real issues in the manual or policy implications.

Optional unit standards:

Standards developed primarily for assessment within this qualification [Ref: [2456 v2](#)] are:

- 29040 Manage work-flows in an organisation. L4, credits 20
- 32346 Develop a team environment and relationships to contribute to a business entity's objectives. L4, credits 20
- 32347 Lead team performance to contribute to a business entity's objectives. L4, credits 20
- 32346 and 32347 jointly replaced 29039

New Zealand Certificate in Business (Small Business) (Level 4) [Ref: 2457-2] (60 credits)

Conditions:

In addition to the conditions specified on pages 3-4, the qualification refers to a *Small business as an entity that is either owner-operated or employs no more than 20 people.*

A small business can be a commercial or other enterprises, not necessarily for profit.

Suggestions for programme development:

This qualification builds on and is a pathway, in particular, from New Zealand Certificate in Business (Introduction to Small Business) (Level 3) [Ref:2454]. As mentioned earlier, the programme developers must keep in mind that the potential small business and its requirements must sufficiently be complex to enable demonstration of competency of the full range of knowledge and skills as specified by the GPOs and meet level 4 NZQF level descriptor. Unlike, the level 3 qualification, this qualification requires learners to acquire specific knowledge and skills in areas such as human resources, finances, marketing, technology, operations, and management of relationships and operations to enable the graduate to establish, operate, grow, and sustain a small business.

GPO 2 Operate and manage a small business to improve business performance and meet stakeholder requirements. To achieve this GPO, learners must demonstrate knowledge and skill related to operating and managing a small business. Business interactive games are one of the tools, that can be used in a scenario-based business context that creates a virtual world in which learners explore and participate in real critical management issues facing a range of industries and organisations. For example, The Tycoon Game Services is an educational game created through a joined effort of the New Zealand government, Joy Business Academy, Xero, and BNZ to create a video game to give players insight into running their own business.

There is no specific Small Business qualification at level 5. However, the Small Business context can be applied in the New Zealand Diploma in Business (Level 5) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Marketing and Sales, and Project Management [Ref: 2459-3] to provide a focused further study pathway for learners completing this level 4 business qualification.

Optional unit standards:

Standards developed primarily for assessment within this qualification [Ref: [2457 v2](#)] are:

- 29058 v2 Develop a business plan for small business. L4, credits 20.
- 29059 v2 Manage operations for a small business. L4, credits 20.
- 29060 v2 Manage staff and human resource processes for a small business. L4, credits 20.

New Zealand Certificate in Business (Administration and Technology) (Level 4) [Ref: 2461-2] (60 credits)

Conditions:

The general conditions are the same as discussed on pages 3-4.

Suggestions for programme development:

This qualification is designed to be broad enough to enable the graduate to perform a wide range of office administration roles by applying business technologies to day-to-day administrative duties and tasks.

GPO 1 Select and apply business applications and technological devices to provide administrative services to meet business needs. Administrative services refer to the selection and application of systems and processes that support the administrative needs of a business entity. Services include but are not limited to, coordination of meetings, diaries, and schedules, travel, equipment procurement, collection of financial information, records management, web maintenance, maintenance of facilities, payroll processing, and so forth.

GPO 2 Process comprehensive data, produce detailed information and perform detailed financial calculations for business purposes. The outcomes related to processing data should ensure that learners can produce information that is accurate and fit for purpose. This would mean that learners demonstrate appropriate use of language, acceptable document layout, and accurate spelling, grammar, and all other requirements. In addition, the processing of data should include but is not limited to *analysis, integration, linking, calculation, manipulation, and validation of data.*

GPO 5 Select and apply customer service techniques to consistently meet stakeholder expectations. Like many other GPOs in the business qualifications suite, this GPO implies the application of the concepts in a real setting. This may be somewhat challenging if assessments are based on the scenario(s). However, incorporating concepts related to established customer service techniques will facilitate in addressing the expectation which is 'consistently,' as noted in the GPO.

Optional unit standards:

Standards developed primarily for assessment within this qualification [Ref: [2461 v2](#)] are:

- 29029 v2 Provide administrative services using business applications and technological devices. L4, credits 20 (**aligns GPO1 + part GPOs 4-6**)
- 29030 v2 Process comprehensive data and perform detailed financial calculations to produce business information. L4, credits 10 (**aligns part of GPO2 + part GPOs 4-6**)
- 29031 v2 Produce business documents using advanced features and functions of software applications. L4, credits 10 (**aligns part GPO1&2, + part GPOs 4-6**)
- 32348 v1 Maintain administrative systems and processes and recommend improvements to meet business needs. L4, credits 15 (**aligns GPO3 + part GPOs 4-6**)
- 11101 v5 Collaborate within a team which has an objective. L4, credits 5. (**aligns with GPO4**)

New Zealand Certificate in Project Management (Level 4) [Ref:2462-2] (60 credits)

Conditions:

The general conditions are the same as discussed on pages 3-4.

Suggestions for programme development:

As indicated in the strategic purpose of the qualification, the graduates will be able to carry out a wide range of support roles as project team members and take responsibility for some parts of a project. It is not expected that a graduate will lead a project completely as that skill is beyond the scope of this qualification.

GPO 1 Support a project(s) through its life cycle through the selection and application of project management knowledge, tools, and techniques. The lifecycle of a project includes its initiation, planning, execution, monitoring and control, and closing. While different words can be used, all five stages should be included when designing the learning content and assessments.

GPO 2 Lead aspects of a project(s) under broad guidance. The “aspects” can refer to any part of the life cycle of an operational project. It can be an entire stage or a particular, smaller, objective. The GPO intends to enable the learner to take some (guided) responsibility for achievement in a project.

GPO 3 Behave professionally and ethically and in a socially and culturally responsible manner and apply personal and interpersonal skills to contribute to support the performance of the project. The requirements for this GPO should ideally be woven throughout the full programme as mentioned earlier in this document.

Optional unit standards:

Standards developed primarily for assessment within this qualification [Ref: [2462 v2](#)] are:

- 30358 v2 Support the initiation of a project. L4, credits 12.
- 30359 v2 Support the planning of a project. L4, credits 15.
- 30360 v2 Support the execution, and monitoring and control of a project. L4, credits 15.
- 30361 v2 Support the closing of a project. L4, credits 8.
- 30362 v2 Lead aspects of a project(s) under broad guidance. L4, credits 10.

Please note that these Project Management unit standards were revised in January 2021 and are due for review in 2022.

Level 5

New Zealand Diploma in Business (Level 5) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Marketing and Sales, and Project Management [Ref: 2459-3] (120 credits)

Conditions:

The general conditions are the same as discussed on pages 3-4.

Suggestions for programme development:

This qualification is designed to equip graduates to work at an operational level i.e., frontline management roles such as team leader or supervisor, inspector, etc. Graduates will be able to contribute their functional and technical knowledge and skills to achieve the operational goals of the business. Therefore, any strand included in the programme must include relevant knowledge and skills at an operational level. For example, the Human Resource (HR) Management strand must include knowledge and skills required to perform day-to-day HR operational activities such as recruitment and onboarding; handling employee complaints; leave requests; ensuring the health and safety of employees, etc. This differs from HR at the strategic level, which is more related to determining the big-picture and is more future-oriented. Therefore, concepts related to succession planning; designing talent programs; establishing policies and procedures, etc are not aligned with the qualification at Level 5.

This qualification is 120 credits: 60 credits from the compulsory core GPOs and the remaining 60 credits are from the learner's chosen strand. The 60 credits from the core GPOs (1-6) can either be integrated across the programme within the chosen strands or they can be represented through individual modules/courses.

As mentioned earlier, each GPO needs to be sufficiently unpacked through the programme. It is not advisable to have one component with a high credit value leading to the achievement of one GPO.

For example, GPO 2 Apply broad knowledge of the principles and current practices of operations, accounting, marketing/sales, human resources, and risk management, to support the performance of a business entity is 20 credits.

Here is an example of a learning outcome in a course titled Management 101 (20 credits) that poorly maps to GPO 2:

LO: Identify the major principles, practices, and techniques involved in supporting the day-to-day operational efficiency and effectiveness of the operations, accounting, sales/marketing, HR, and risk management functions within an identified New Zealand business entity.

This learning outcome is a rephrased statement of the GPO and provides no specific indication of what learning will be undertaken. It includes broad subject areas i.e., operations, sales/marketing, etc.

The principles and current practices relating to operations, accounting, marketing/sales, human resources, and risk management represent a significant amount of learning. A single course worth 20 credits with four or five broad learning outcomes on accounting, marketing, etc does not demonstrate that a learner will be able to acquire the required knowledge and skills to effectively work in the industry. Programme developers should focus on identifying specific key concepts from accounting, marketing, human resources, risk, etc (as indicated in the GPO) that are considered essential for the learners to establish a base in the programme. Thus, including these key concepts initially in the programme and then gradually scaffolding them in other courses would not only sufficiently unpack the GPO but will enable the learners to develop knowledge and skills related to these concepts more holistically.

GPOs across the different strands require programme developers to keep the qualification condition at the forefront i.e., contextualising the learning and assessments using a real or scenario-based business entity.

Here is an example of how learning activities and assessments mapped to learning outcomes that lead to the achievement of GPO 22 from the Leadership and Management strand can be contextualized in light of the qualification condition:

GPO 22 Lead others to implement activities, including change processes, within the entity's plans to support its performance. (10 credits).

Indicative learning outcomes mapped to this GPO:

- 1: Assess leadership philosophies, theories and their application in a different organisational and situational context.
2. Determine the major drivers for organisational change and methods to manage the change.
3. Apply a range of communication methods for planning, monitoring, and communicating during change.
4. Apply the objective setting and motivational theories to achieve the planned performance outcomes.
5. Reflect on performance outcomes and associated roles and responsibilities whilst leading business process implementation.

Indicative assessments:

In a real business entity environment:

The assessments will require the learner to use the information from the real business environment and relate it with the theoretical knowledge.

Assessment 1 – Report on organisational change and role of leadership. The learner will select an example from their workplace and analyse a recent change or implementation of a new business process, its management, and the role of leadership. In your report, reflect on the outcome, make recommendations relating to what could have been different if you were leading the change or business process implementation. This assessment maps to LO 1, 2, 4, and 5.

Assessment 2 - Using their current workplace setting, learners implement a planned activity supporting the daily operations of their business unit and reflect on the outcome. This assessment maps to LO 1, 3, 4, and 5. This assessment can be submitted as a portfolio that includes multiple pieces of evidence such as a proposal/implementation plan, meeting minutes, reflection/journal or logbook, and a presentation or report on the outcome of the activity.

In a scenario-based business entity context:

Assessment 1: learners will be required to contact a local business. The learner is to find out the change(s) the organisation has recently experienced and how these were managed. Learners are to make recommendations as to what they would have done differently to implement and manage a change project to meet the performance outcomes. This assessment is mapped to LO 1, 2, 4, and 5. This assessment can be a written report and may include a presentation.

Assessment 2: Case study project: the tutor will provide a case study based on a real New Zealand business. Learners will plan an activity or activities that align with the entity's (as identified in the case - study) plan and operations. Learners will then implement this activity or activities in a group setting. Each group will discuss the activity(ies) that they want to implement with their tutor before finalising. This assessment maps to LO 1, 3, 4, and 5. The tutor is to ensure that activities and learner submissions incorporate the requirements and practicalities of a real business.

Please note: the above example is just to clarify the qualification condition. It should not be taken as an all-encompassing example.

Accounting strand

GPO 7 *Record and process a wide range of financial transactions, including the use of appropriate dedicated accounting software.* The “dedicated accounting software” can be based on a spreadsheet(s).

GPO 13 *Act following the accounting profession's Code of Ethics.* The conceptual framework for all professional accountants to ensure compliance with the five fundamental principles of ethics is integral. The assessment and evidence submitted by the learner should reflect according to the accounting profession’s Code of Ethics.

Human Resource Management

GPO 18 *Adapt to changes in given organisational context/s with effective HR strategies.* Concepts related to understanding and implementation of change management theories can be considered to meet the requirement of this GPO. These theories should then be related to HR strategies to enable effective adaption. This adaption includes but is not limited to people, processes, and systems.

Project Management strand

Similarly, GPO 23 *Manage projects within scope, resources, and time,* “projects” are not intended to be formal projects following formal project methodology; rather they refer to achieving an operational outcome of some complexity.

Optional unit standards:

Standards have been developed primarily for assessment associated with the compulsory core and some strands within the Level 5 NZ Diploma in Business (with strands) [Ref: [2459 v3](#)]

Compulsory core:

- 29048 v2 Apply **broad** business knowledge for operational objectives in a business entity. L5, credits 25.
- 29049 v2 Contribute to innovation and organisational change **in a business entity** in operational contexts. L5, credits 20
- 29050 v2 Analyse the impact(s) of internal and external influences, and assess their consequence(s) for a business entity. L5, credits 15

Accounting strand: Optional unit standards [29014 – 29017](#) were developed for version 1 of the qualification, however these standards are proposed to expire 31 December 2023.

Administration and Technology strand:

- 29032 v2 Manage administrative services. L5, credits 20.
- 29033 v2 Analyse and evaluate administration systems and processes. L5, credits 15.
- 29034 v2 Research business technology to support an identified business need. L5, credits 5.
- 32349 v1 Select, apply and support the use of business technologies to enhance a business entity’s performance. L5, credits 15.
- 1987 v7 Develop strategies to establish and maintain positive workplace relationships. Level 5, credits 5.

Leadership and Management strand:

- 29044 v2 Lead and manage people to achieve a business entity's operational objectives. L5, credits 35.
- 29045 v2 Manage business activities to achieve a business entity's operational objectives. L5, credits 25.

Project Management strand:

- 30363 v2 Manage the initiation of a project. L5, credits 12.
- 30364 v2 Develop a project management plan. L5, credits 20.
- 30365 v2 Execute, and monitor and control a project. L5, credits 20.
- 30366 v2 Close a project. L5, credits 8.

Please note that these Project Management unit standards were revised in January 2021 and are due for review in 2022.

Level 6

New Zealand Diploma in Business (Level 6) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Māori Business and Management, and Marketing and Sales [Ref: 2460-5] {*Real Estate strand expiring*} (120 credits)

Conditions:

The general conditions are the same as discussed on pages 3-4.

Suggestions for programme development:

The focus of this qualification is to enable the graduates to apply knowledge and skills in a range of *strategic* business contexts. As known, strategy is relating to establishing a long-term (big picture) plan while operations (as indicated in the Level 5 qualification) relate to implementing the strategy. It is important that at Level 6 the programme enables the learner to develop knowledge and skills related to long-term planning. Multiple concepts applied at the strategic level should be included in the programme.

The employment outcomes indicate that graduates from any strand may be employed in different roles at the middle - senior management level. In order for a graduate to be employed at a senior management position after the completion of this qualification, they should also have working knowledge at an operational level. Only then will graduates be able to establish the skills of strategizing by capitalising on prior work experience and relating it to strategic management concepts as addressed in this qualification.

Like the level 5 qualification, this qualification is also 120 credits – 60 credits are from the compulsory core GPOs while the remaining 60 are from the chosen strand. The qualification does not specify how the 60 credits from the core GPOs (1-6) should be incorporated in the programme therefore these GPOs can either be integrated across the programme within the chosen strands or they can be represented through individual core compulsory modules/courses.

As mentioned before, GPOs should be sufficiently unpacked in the programme. For example, GPO 1 *Contribute to a business entity's strategic objectives and strategic plan* requires learners to develop knowledge and skills related to devising strategic objectives and plans before being assessed on *their ability to contribute to strategic planning*. The programme should not have a single course/module mapped entirely to this GPO but the GPO should be integrated across multiple courses.

Human Resource Management strand:

The qualification has specified conditions against GPO 17 *Analyse principles and practices of HR functions to improve performance-linked employee behaviours: Programmes must include the following context and impact:*

- *business impact;*
- *legal framework;*
- *technological, including HRIS*

Learners should not be analyzing and creating generic principles and practices, but these should include relevant Acts and regulatory requirements, specific details about the HRIS being used in the business, etc.

Leadership and Management strand:

GPO 23 *Lead and manage projects to support the entity's performance*, “projects” are not intended to be formal projects following formal project methodology but refer to achieving a strategic outcome of some complexity.

Māori Business and Management strand:

Programmes must assess people's ability to effectively engage with whānau, hapū, iwi, and/or hapori; and recognise and understand the importance of mana whenua. It is not intended that "using te reo Māori and applying Tikanga Māori" be assessed at a particular level; instead, the focus of the outcome is on engagement. The use of te reo and the application of Tikanga needs to be following the business entity.

GPO 29 *Analyse and evaluate business practices, operational performance, and inter-generational leadership models of an entity that contributes towards the business outcomes of whānau, hapū, iwi, and hapori* - Intergenerational leadership models may include succession planning, legacy, shared vision; as well as concepts of ako, whakapapa (including tomo/taumau) and tuakana-teina.

GPO 30 *Analyse and communicate findings on the impact of innovation to solve business problems for a global business entity* – 'Global business entity may include business entities that operate locally and nationally but have an international presence.

GPO 31 *Apply Māori values to analyse, evaluate and communicate findings on governance strategies of a business entity* – 'Māori values' may include, but are not limited to, mātāpono or kaupapa such as kotahitanga, te pono me te tika, rangatiratanga, whanaungatanga, manaakitanga, kaitiakitanga. These values help New Zealand business entities by providing a Māori worldview of their governance strategies, to enhance their business operations, performance and productivity.

GPO32 *Engage effectively with whānau, hapū, iwi, and/or hapori, in a business context, to deliver business solutions for, and in collaboration with, them* – Effective engagement with whānau, hapū, iwi, and/or hapori includes the use of te reo and application of tikanga; but it is not intended that te reo and tikanga be assessed at a particular level. Instead, the focus of the GPO is effective engagement, the use of te reo and application of tikanga is the vehicle to achieving it.

Real Estate strand (v4 – now expiring). *See NZ Certificate in Real Estate (Level 6) [Ref: 4396]*
The following conditions relating to GPOs 39-44 (Real Estate strand) were compulsory in version 4 of this qualification. However, these are included here for guidance only as this strand is expiring.

GPO 39 *Operate strategically as a real estate agent with current, broad and in-depth compliance knowledge of New Zealand law relevant to operating a real estate business*. Programmes should include: scoping of an agency's policy manual; law as it applies to business structures: companies, partnerships and sole proprietors.

GPO 41 *Apply broad knowledge of inspections and appraisals*. Properties can be residential; commercial; industrial; business broking; rural.

Optional unit standards:

Standards have been developed primarily for assessment associated with the compulsory core and some strands within the Level 6 NZ Diploma in Business (with strands) [Ref: [\[Ref: 2460 v5\]](#) qualification.

Compulsory core:

- 29051 v2 Apply **broad** business knowledge for strategic objectives in a business entity. L6, credits 25.
- 29052 v2 Contribute at a strategic level to innovation and organisational change within a business entity. L5, credits 15.
- 29053 v2 Contribute to a business entity's strategic objectives and strategic plan. L5, credits 20

Accounting strand: Optional unit standards [29018 – 29023](#) were developed for version 1 of the qualification, however these standards are proposed to expire 31 December 2023.

Administration and Technology strand:

- 29036 v2 Evaluate and recommend new business technology to improve performance and productivity for a business entity. L6, credits 10.
- 29038 v2 Manage and coordinate business administration systems and processes. L6, credits 25.
- 32514 v1 Manage change in business administration and technology contexts to support an entity's strategic goals. L6, credits 25.

Leadership and Management strand:

- 29046 v2 Lead and manage people to achieve a business entity's strategic objectives. L6, credits 30.
- 29047 v2 Manage business activities to achieve a business entity's strategic goals. L6, credits 30.

This Qualification Support Material (QSM) was created by NZQA National Qualifications Services, as the qualification developer prior to the transfer of the suite of Business qualifications to the Ringa Hora – Services Workforce Development Council 4 October 2021. It has since been updated by Ringa Hora, and for further information please contact Qualifications@RingaHora.nz.