

Summary of responses to consultation on proposed changes to the New Zealand Diploma in Business qualification

The New Zealand Qualifications Authority (NZQA), advised by the National Advisory Committee for Business Studies (NACBS), initiated a review for the New Zealand Diploma in Business in early 2010. A sub-group of the NACBS (the “review panel”) was established and met in Wellington on 10 and 11 March 2010 to consider the background and context for the review (page 24 of this report). The proposed changes are outlined on pages 25-30.

A survey of TEOs and other stakeholders in May 2010, regarding the change proposals, was the next step of this review. Stakeholders were provided by email with a link to the consultation document published on the NZQA website.

NZQA thanks all those individuals and organisations who responded to the survey. All feedback is being considered as part of the review process. The deadline for returning survey responses to NZQA was 31 May 2010.

Survey of TEOs

1.1 Survey purpose

A survey of NZDipBus stakeholders was initiated in May 2010. Its purpose was to collect sector views on the proposed new qualifications structure for the New Zealand Diploma in Business (Level 6).

1.2 Survey distribution

Emails providing a link to the electronic consultation document, published on the NZQA website, were sent to almost 180 stakeholders at the start of May 2010. Providers and members of the NACBS were also asked in this email to use their industry networks to distribute this survey notification.

Stakeholders included NZDipBus Liaison and Chief Executives (or the equivalent) in all TEOs accredited to deliver NZDipBus. Members of the National Advisory Committee for Business Studies (NACBS), Institutes of Technology and Polytechnics Quality, New Zealand Institutes of Technology and Polytechnics, and New Zealand Association of Private Education Providers also received copies. Recent NZDipBus moderators, members of the Māori Client list of the Deputy Chief Executive (Māori) and the following groups were also included in the consultation list:

- Business New Zealand
- FINSIA
- Aotearoa Maori Providers of Training, Education and Employment (AMPTEE)
- Business New Zealand
- Independent Tertiary Institutes (ITI)
- Industry Training Federation
- New Zealand Institutes of Technology and Polytechnic
- ITPQ
- New Zealand Vice Chancellors’ Committee
- New Zealand Association of Private Education Providers
- Tourism Industry Association of New Zealand
- National Advisory Committee on Computing Qualifications (NACCCQ)

1.3 Number and type of survey responses

43 survey responses were received. Each response was either individual, or collective (on behalf of an organisational group or the organisation as a whole).

Of the 43 respondents, 32 were from Institutes of Technology and Polytechnics (ITPs) and 8 from Private Training Establishments (PTEs). In addition, 7 responses were from individuals within ITPs, 1 from an individual within a PTE. 6 respondents represented other groups with an interest in the NZDipBus.

Responses were received from 45.6% of all TEOs accredited to deliver NZDipBus.

TEO respondents represented a range of TEO roles that have direct interest in NZDipBus (i.e. lecturer/tutor, liaison officer, manager/coordinator, industry advisory group member). Collective responses were at either the NZDipBus programme team, department/faculty, or organisational level.

Responses to the survey questions not received online were entered into the appropriate sections of the survey manually by NZQA wherever possible. Eight submissions were received in forms other than the electronic online survey. Mostly these submissions were considered under Question 69: Any other comments, unless a portion of the response could be considered against specific questions.

1.4 Key points arising from consultation feedback

Key points arising from the responses are summarised below. A more detailed summary of responses to each section of the survey questionnaire follows.

- The overall proposal to restructure the NZDipBus was supported, but most respondents believed that “some” or “significant” changes were required.
- The 120-credit broad-based diploma at level 5 and 240-credit diploma at level 6 with optional endorsements were both strongly supported.
- The 120-credit diploma with endorsements was supported, but less strongly.
- Similarly, endorsements for Human Resource Management, Marketing, Accounting and Management were strongly supported for the 240-credit diploma but less strongly supported for the 120-credit diploma.
- Banking and Information Systems endorsements were not well supported, with many “don’t know” responses.
- There was strong support for the proposed entry requirements for all three qualifications.
- There was strong support for the proposed capstone prescription in the 240-credit diploma, and for the proposed core prescriptions in all three qualifications.
- Opinions were divided on the proposed names for the three diplomas.
- The proposed tightening of rules and amount of credit transfer, unspecified credit and Recognition/Assessment of Prior Learning received strong support.
- The majority supported NZDipBus prescriptions remaining at 20 credits, although there was some support for 15 credits to better align with university qualifications.

Some issues highlighted by respondents included:

- conflict with New Zealand Institute of Chartered Accountants Accounting Technician requirements
- potential impact of the Targeted Review of Qualifications on the NZDipBus qualification review and Strategic Business Review
- the need for further consultation on some matters, particularly with the New Zealand Institute of Management, industry and the university sector
- insufficient time between the last review and introduction of version two of the qualification and this review
- lack of clarity about the graduate profiles and structures of the three proposed qualifications and the pathways between them
- concern about the future of level 4 prescriptions.

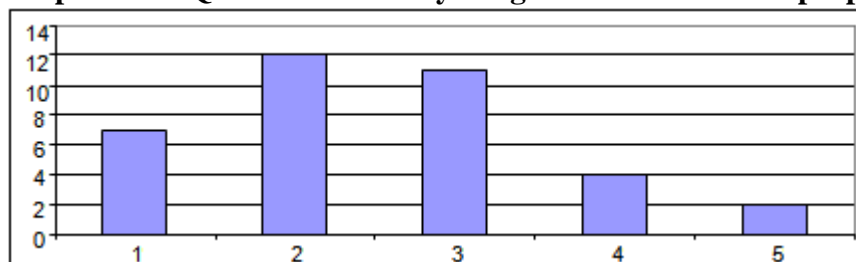
Summary of responses

Note that, for most questions in the survey, respondents were invited to comment only if they disagreed with the proposal or thought that minor changes or alternatives were necessary. For this reason, much of the summary of feedback and selection of comments below, by their nature, either do not support the proposal or suggest perceived necessary changes. Little positive feedback is included in this summary.

Note also that some comments, concerns and suggestions recurred in various sections of the survey (for example, the impact on level 4 prescriptions). Mention has been made of these themes wherever they occurred.

2.1 Overall qualification structure

Responses to Question 4: Do you agree with the overall proposal?

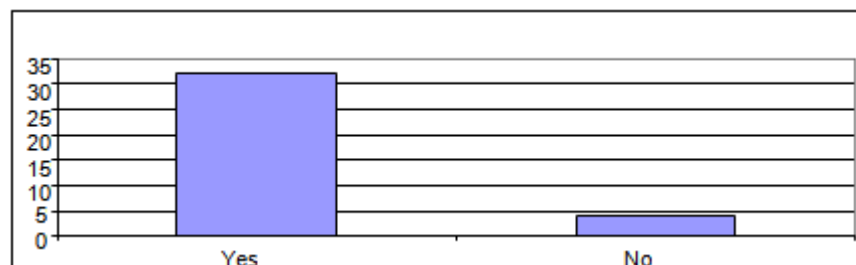


Code Frame:

- 1 Yes (agree overall)
- 2 Yes (with some suggested changes to the proposal)
- 3 Yes (with significant changes to the proposal)
- 4 No (a change is required but this proposal is not appropriate)
- 5 No (no significant changes are needed to the current NZDipBus qualification)

2.2 Proposed 120-credit New Zealand Diploma in Business (Level 5)

Responses to Question 5 and 6: Should a broad-based 120-credit diploma at Level 5 be created?



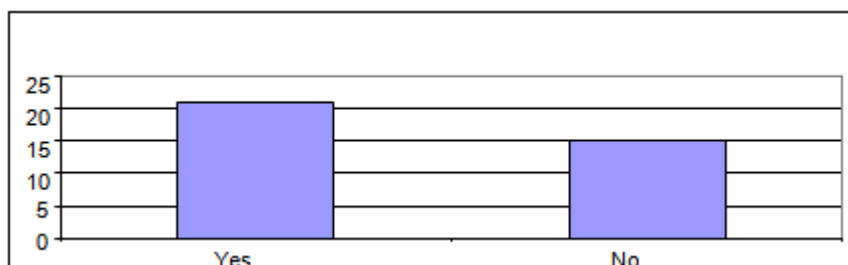
The following points summarise responses:

- This qualification merely adds to, rather than reduces, the number of [business] qualifications already available. More information is required to identify the number of 'duplicate' qualifications that might be made obsolete before introducing this qualification, in case the outcome is that few local qualifications are actually replaced.
- One respondent commented in support of the NZIM Diploma in Management which is "appropriate, recognised and useful....and already provides a well-rounded one-year qualification".
- The proposal is very prescriptive. One respondent suggested there be four core papers rather than the proposed five; other respondents made the general comment that there

should be more flexibility for students to select courses that interest them. Several respondents suggested alternatives to the core, such as commercial law, and economics rather than marketing.

- More information is needed about how unspecified credits might be applied.
- More information is required in terms of what:
 - various industry perceptions of the proposed qualifications might be to ensure that various industry groups “would employ graduates with this generic business qualification and what types of employment are likely”
 - staircasing opportunities this qualification provided, and how the potentially different needs of different types of students would be met (for example, younger full-time graduates, international students, and students looking to staircase into degree study, adults in full-time work or second chance learners).

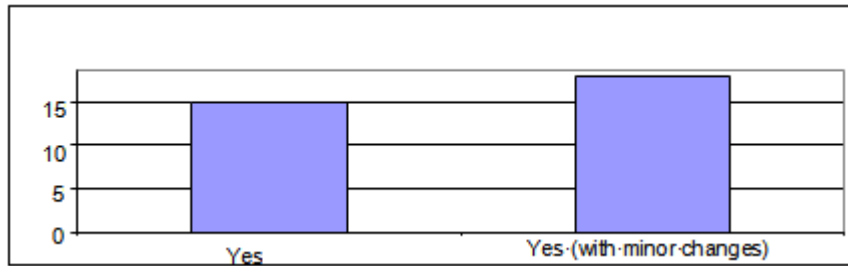
Responses to Question 7 and 8: Is the title New Zealand Diploma in Business (Level 5) appropriate?



The following points summarise responses:

- There is a need to ensure that the title of any new qualification does not create confusion with the existing qualification or proposed qualifications, which might be at level 5 or level 6 and worth 120 or 240 credits. Two submissions commented on the potential for confusion to employees and industry if it was hard to distinguish between qualifications that might appear to have the same name.
- There was also a suggestion that a single NZ Diploma in Applied Business (with or without endorsements) is desirable as there is not sufficient differentiation to justify two distinct qualifications. This respondent suggested this alternative would reduce the potential for confusion in the marketplace, including the market for international students.
- The proposal potentially undermines the perceived value of previous qualifications (at level 6). Further submissions suggested keeping the title “New Zealand Diploma in Business” for the 240-credit qualification only.
- A number of possible titles were suggested, including New Zealand Diploma in Business Studies/Business and Management/Business Management/Applied Business/Business Fundamentals and the use of the word “introductory” somewhere in the title.

Responses to Question 9 and 10: Are the proposed prescriptions (core and elective) appropriate?

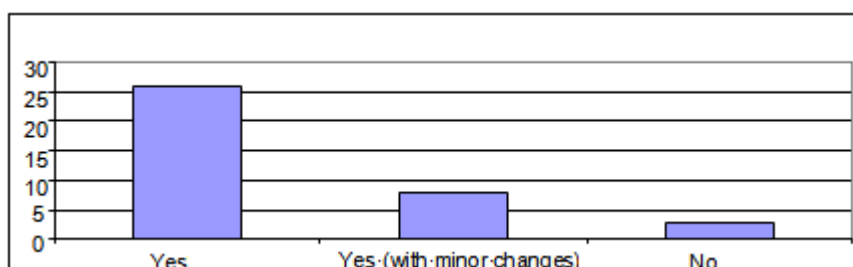


Note: the “no” option was mistakenly omitted from this question in the online survey. There were five null responses.

The following points summarise responses:

- It might be more appropriate to review the prescriptions to reflect any new outcomes identified in a reworked graduate profile and to ensure currency before determining the core. One respondent asked how any future changes would be incorporated into such a prescriptive core.
- One respondent queried whether (and how) credit transfer for unspecified credits could be used in the award of this proposed qualification.
- There does not appear to be any consensus about how many papers or which papers should comprise the core:
 - The proposed core does not provide for students staircasing from preparatory or foundation studies based on the level 4 papers, potentially making the 400 prescriptions redundant. One respondent suggested that 469 *Academic Skills for Business* should be compulsory for non-native English speakers.
 - The virtues of some prescriptions being included in the core in preference to other prescriptions, was queried.
 - Alternative cores were suggested.
 - New prescriptions suggested included internet, web and e-business.

Responses to Question 11 and 12: Are the proposed entry requirements appropriate?



The following points summarise responses:

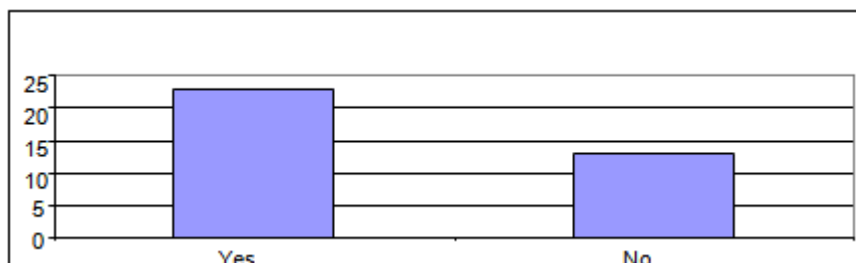
- An IELTS score of 5.5 was generally seen as appropriate for international students as this is a level 5 generic qualification. One respondent suggested that consideration be given to the definition of an “international” student and further suggested that the IELTS testing be a requirement for all non-native English speakers, regardless of their permanent residency status.
- The leap from NCEA levels 1 and 2, to level 5, was seen by some as being too big.

Responses to Question 13: Any further comments or concerns about the proposed qualification?

- The qualification may have an unintended impact on the level 4 prescriptions, which might now only be used by students enrolling directly into a [local] foundation qualification or the 240-credit qualification.
- Feedback included concerns that the proposal may contribute to, rather than reduce, the proliferation of business qualifications (including the National Diploma) that already exist. The proposed structure may not reduce the number of existing qualifications if the core is too restrictive. On this basis the need for a generic as well as an endorsed qualification at Level 5 was queried. Regardless, duplication and confusion between various qualifications was to be avoided.
- The number of active level 5 local qualifications on The Register suggests that there is a market for them. These one-year qualifications appeal to a range of students: international, second chance learners and school leavers. One respondent suggested that this one-year option be strictly an exit qualification ie students who continue into a two-year programme are ineligible. One respondent suggested that the core should not be so restrictive that delivery is problematic for regional or small providers.
- Graduate profiles should more clearly distinguish the differences between graduates of the different level 5 and level 6 qualifications.
- Providers ought to be allowed the flexibility to use their own internal English entry tests.

2.3 Proposed 120-credit New Zealand Diploma in Applied Business (Level 5)

Responses to Question 14 and 15: Should a 120-credit diploma with mandatory endorsements be created?

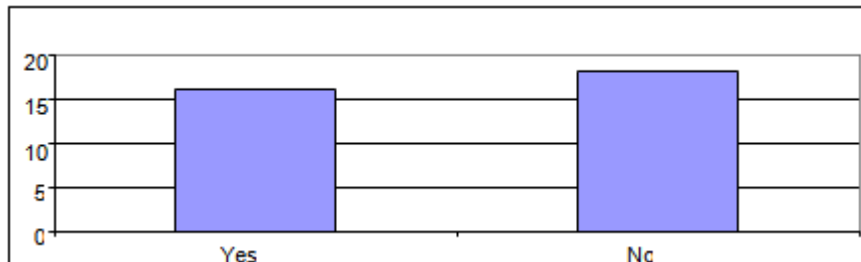


The following points summarise responses:

- The proposed qualifications may contribute to the proliferation of qualifications that currently exist, rather than reduce the number of options available, which has the potential to create further confusion in the market place. A single level 5 qualification with a less prescribed core with the flexibility to add endorsements was suggested as a solution to this by some respondents.
- The relationship with and pathway to the proposed 240-credit diploma is unclear. For example, when would a student complete a 120-credit level 5 qualification with endorsements instead of a level 6 qualification with endorsements?
- The one-year qualification was seen by some as not having much depth, being at level 5 and worth only 120 credits and potentially impacting on the integrity of the qualification. Endorsements signal specialisation that was not always seen to be achievable within the proposed structure. One respondent suggested that the endorsed qualification should be considered as entry to further study, rather than a stand-alone qualification, as the skill level of any graduates would be limited.
- Level 6 was suggested as a preferable level for endorsement.

- Whether or not the proposed qualification could equally fulfil the requirements of a diverse market, for example students that might staircase into degree study versus those looking for some skills that might immediately provide an advantage in the workplace.
- Graduates of both proposed diplomas should develop applied business skills and be “work ready” with an appropriate range of practical skills, business knowledge and problem solving abilities.

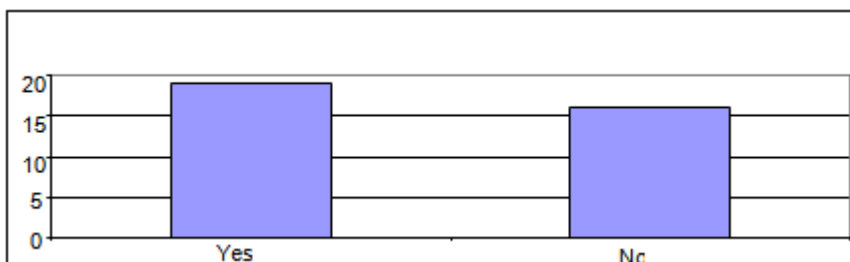
Responses to Question 16 and 17: Should this qualification be at Level 6 rather than Level 5?



The following points summarise responses:

- The “applied” qualification could be at level 5 or level 6, as long as 80 credits were achieved at the higher level.
- Those in favour of the level 6 qualification stated that a qualification at this level would be more appealing to employers, with graduates having had longer to develop a broader range of skills.
- Those in favour of the level 5 qualification stated that a qualification at this level provides a ‘taster’ or ‘stepping stone’ to further study. In conflict with this support was the concern that in-depth knowledge [ie level 6] should be required for the term “applied” to have any real value.
- One respondent suggested that the level 6 proposal had the potential for creating conflict with, and devaluing, the Advanced Diploma, on the basis that a one-year level 6 qualification would be more appealing than a two-year level 6 qualification. Another respondent suggested an eight or nine paper level 6 qualification as an alternative to the one-year proposal.
- Endorsements potentially create more confusion.

Responses to Question 18 and 19: Is the title New Zealand Diploma in Applied Business (Level 5 or 6) appropriate?

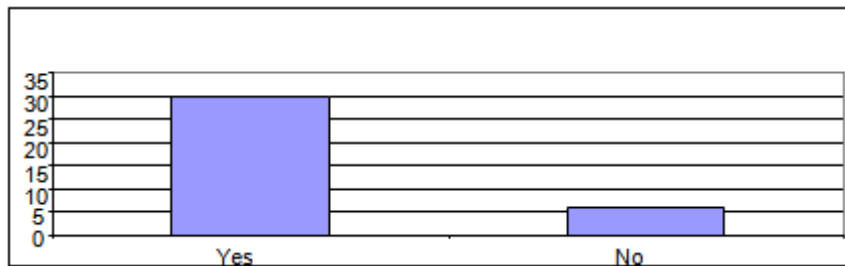


The following points summarise responses:

- The endorsement should be reflected in the title to sufficiently differentiate the general diploma from this “narrower” applied diploma. The title is more likely to create confusion for employers than resolve confusion as its meaning in relation to the other two proposed diplomas is not clear.

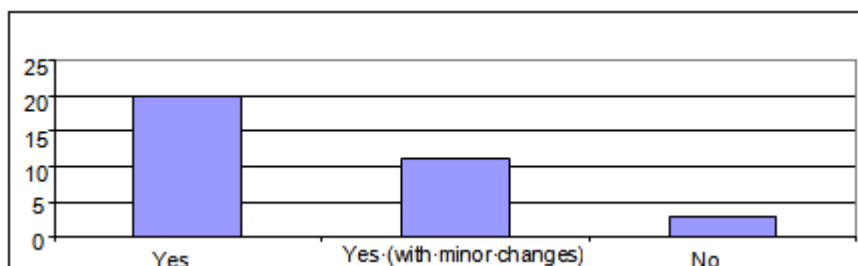
- “Applied” should be removed from the title of the qualification: the graduate profile and the level of the qualification were not seen to reflect the skills and qualities that might be expected in an applied business manager.
- Some suggestions for an entirely different name were made (such as New Zealand Diploma in Business Management or Business Management Practices).

Responses to Question 20 and 21: Is the proposed core prescription (560 Business Communication) appropriate?



- Although Question 21 asked for comments in response to a “No” to question 20, all comments recognised that communication was an essential component of any business qualification.
- Several respondents suggested that the content of the prescription required review. One respondent explaining that soft skills such as “facilitation/negotiation – having difficult conversations, teamwork, possibly incorporating emotional intelligence learning, reflections etc” should also be considered for inclusion.
- Other respondents suggested a second core prescription. Suggested prescriptions for this second paper included 550 *Business Computing*, 400 *Accounting Principles*, and 530 *Organisation and Management*. One respondent noted that the proposed qualification should recognise 21st century learning media.

Responses to Questions 22 and 23: Are the recommended entry requirements appropriate?



The following points summarise responses:

- An IELTS score of 5.5, rather than the proposed 6.0, was generally seen as appropriate for international students if this diploma becomes a level 5 qualification. One respondent suggested that consideration be given to the definition of an “international” student and further suggested that the IELTS testing be a requirements for all non-native English speakers, regardless of their permanent residency status.
- Requirements should be higher for a level 6 qualification than one at level 5. An IELTS score of 6 was seen by some to be more appropriate for a level 6 or endorsed qualification.
- One respondent commented that the qualification seemed to include an additional entry requirement for “a minimum of 60 credits in business related areas at level 3 or above”, without a rationale statement for this additional requirement.

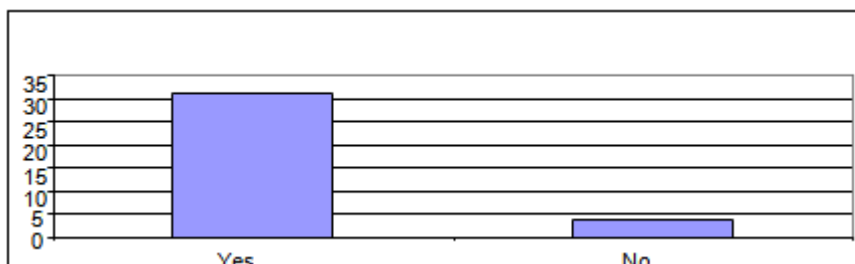
- Some providers considered they should be allowed the flexibility to use their own internal English entry tests.
- Sixty credit specialist certificates targeted at people in the workplace was suggested as a more flexible alternative to 120-credit or 240-credit diplomas.

Responses to Question 24: Any further comments or concerns about the proposed qualification?

The following points summarise responses:

- The proposal lacks clarity regarding pathways between this proposed qualification, the National Diploma in Business, the New Zealand Diploma in Advance Business or the existing level 6 New Zealand Diploma in Business.
- The proposal was not seen to contribute to a reduction in the number of existing qualifications – more evidence is needed that this could be the result. One respondent suggested that this review should wait to see the feedback from the NZQA Strategic Business Review [of unit standards-based business qualifications].
- The prescribed nature of the proposed qualification does not appear to allow for any ‘local flavour’ which seems to be against the ideas in the Targeted Review of Qualifications.
- Endorsements may have more value at level 6, where a student would have more in-depth knowledge of their specialist area.
- One respondent suggested that a range of specialist certificates gives the “part-time market flexibility to study one or more specialist certificates to meet [their] needs and interests to further careers...”
- The exclusion of the proposed capstone paper from this qualification was queried.
- One respondent stated that all endorsements needed to have the same minimum credits at set levels.
- One respondent suggested that this should be strictly an “exit” qualification and students should not be able to receive either of the two level 5 qualifications if their enrolment was into the two-year programme.

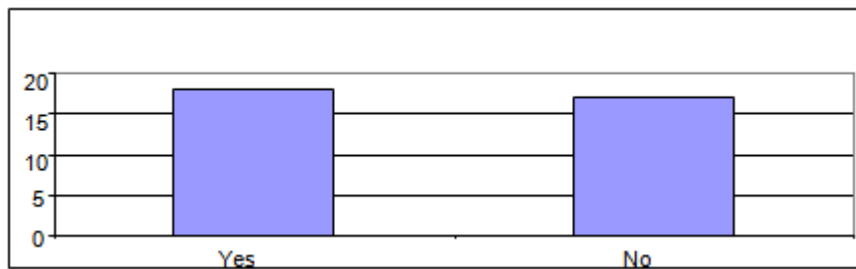
**2.4 Proposed 240-credit New Zealand Diploma in Advanced Business (Level 6)
Responses to Question 25 and 26: Should a 240-credit diploma with optional endorsements be created?**



The following points summarise responses:

- There may only be a need for two qualifications, both 120 credits, one at level 5 and one at level 6.
- The need for an endorsed 240-credit qualification is not clear if the original 240-credit qualification is retained. If the existing 240-credit qualification is replaced by two 120-credit qualifications (one each at levels 5 and 6) then the endorsement at level 6 may have some value.
- Clarification on how the credit transfer rules might impact these proposed qualifications is required.

Responses to Question 27 and 28: Is the title New Zealand Diploma in Advanced Business (Level 6) appropriate?

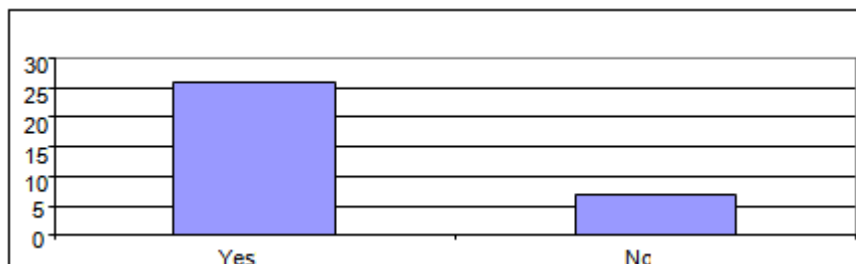


Three alternatives were suggested: “Advanced Applied” (by two respondents); “Advanced New Zealand Diploma” and versions of “advanced” (nine respondents); and “Applied” (three respondents).

Other feedback included:

- A graduate could not really be considered to be an advanced business manager after two years of study.
- “Applied” may better describe level 6 than level 5 graduates. “Advanced” implies higher level (ie level 7) skills.
- The differences between the 120-credit “applied” diploma and the 240-credit “advanced” diploma are not reflected in the titles of the proposed qualifications.

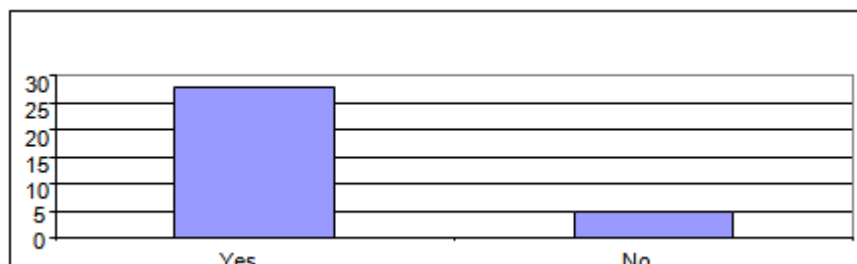
Responses to Question 29: Are the recommended core prescriptions appropriate?



The following points summarise responses:

- The eight-paper core was seen by most of those who commented to be too restrictive.
- Whilst a broad base was supported, one respondent proposed the need for content to reflect the Maori perspective; another suggested that globalised business contexts should be explored, another proposed sustainability. Another suggestion was to include a level 5 *Project Planning* or level 6 *Project Management* paper, combined with the capstone paper; similarly a research paper should be considered for inclusion.
- The capstone paper might require a ‘technical’ paper at level 5 related to project planning or management to ensure appropriate skill development.
- Concerns were raised about whether the core requirements would be too restrictive for students pursuing the Accounting Technician’s qualification.

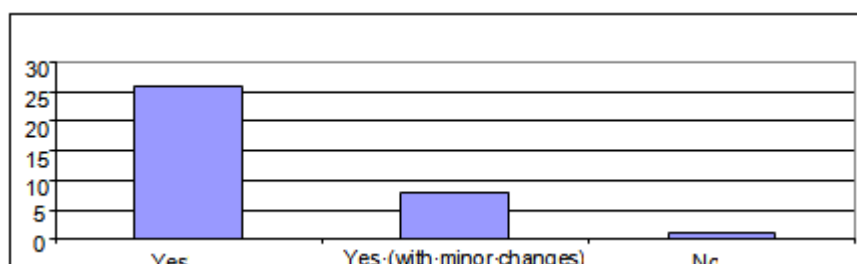
Responses to Question 31 and 32: Do you agree with the proposal for a Level 6 core "capstone" prescription?



The following points summarise responses:

- Further information was needed about how this might be implemented. For example, whether it might be an integrated project across prescriptions and how it might be used to staircase into degree courses. Concern was also raised that quality assurance of individual's contributions to 'team projects' was difficult to manage and that some students may "piggy-back" on the efforts of other students.
- One respondent commented that capstone projects are more appropriate towards the completion of a degree programme, rather than diploma level.
- There was some support for an industry project within an area of specialisation, and acknowledgement that some local qualifications have a 'practicum' component. However, concerns were also raised that internships for all students might not be possible, for example in regional centres where practicum might place too heavy demands on small local businesses.
- Several level 6 papers already require assessment of integrated assessment case studies or extended independent projects (for example, 603 *Business Finance*, 602 *Management Accounting*, 601 *Financial Accounting*, 633 *Human Resource Management*), negating the need for a capstone project.
- The capstone proposal was seen to further limit flexibility and student choice considering the eight-paper core.
- The impact on the Accounting Technician Diploma (ATD) requires further consideration. In particular, the proposal would require students to achieve 13 papers, rather than 12, to achieve both NZDipBus and the ATD.
- The challenge for part-time students participating in and contributing to the team work component of a capstone paper was raised.

Responses to Question 33 and 34: Are the recommended entry requirements appropriate?



The following points summarise responses:

- An IELTS score of 6.0 was generally seen as appropriate for international students for a level 6 qualification. One respondent suggested that consideration be given to the definition of an "international" student and further suggested that the IELTS testing be a

requirements for all non-native English speakers, regardless of their permanent residency status.

- Requirements should be higher for a level 6 qualification than one at level 5. An IELTS score of 6 was seen by some to be more appropriate for a level 6 or endorsed qualification.
- One respondent queried whether the absence of specific entry criteria for the level 5 and level 6 National Diplomas was unfair to NZDipBus students.
- Many students have literacy and numeracy issues. Non-native English speaking students should not be the only students for whom literacy and numeracy entry criteria apply to.
- Providers ought to be allowed the flexibility to use their own internal English entry tests.

Responses to Question 35: Any further comments or concerns about the proposed qualification?

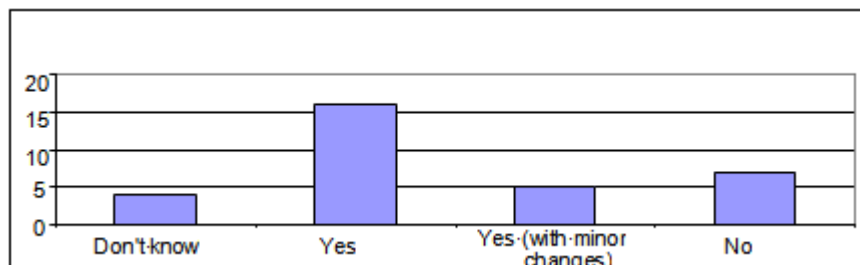
The following points summarise responses:

- There is a perception that existing prescriptions required review and further discussion is required to identify new prescriptions for development before proceeding with any changes to the qualification. Suggested areas included project management, purchasing, insurance, human resource management, selling and customer service.
- One respondent was concerned about the lack of clarity about relationships with and staircasing from the two 120-credit qualifications.
- Transition arrangements need to be thought through to ensure that part-time students who take longer to complete their qualifications are not disadvantaged. For example, students who completed 100 – 200 prescriptions.
- The impact on the NZDipBus “brand” needs to be carefully considered. NZDipBus is seen as a well-recognised, well-respected qualification, with significant student numbers and care must be taken to ensure that changes do not “blur” recognition of the qualification in the marketplace.
- More evidence that the proposed qualifications are more attractive to the main target audience is required.
- One respondent suggested that this should be strictly an “exit” qualification and students should not be able to receive either of the two level 5 qualifications if their enrolment was into the two-year programme.
- The prescribed nature of the proposed qualification does not appear to allow for any ‘local flavour’ which seems to be against the ideas in the Targeted Review of Qualifications.
- One respondent queried whether endorsements would be “genuine” industry endorsements, or just a specialised area of study.

2.5 Proposed subject endorsements

Human Resources endorsement

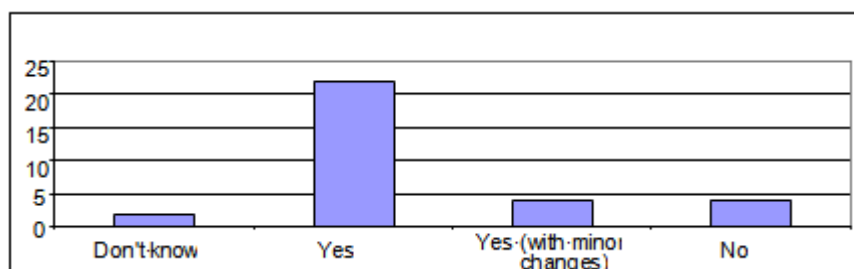
Responses to Question 36 and 37: Do you agree with the proposed Level 5, 120-credit, Human Resource Management endorsements, as outlined in the proposal document?



The following points summarise responses:

- Six respondents stated that this should be a level 6 qualification and include the capstone prescription. One stated that they were against 120-credit Level 5 diplomas per se.
- New prescriptions suggested for development included *Psychology* or *Psychology of the Workplace*; one additional paper was suggested for inclusion, 636 *Applied Management*.
- One respondent suggested that *Human Resource* Practices might be a better name for the qualification, as *Human Resources Management* would require an in-depth understanding of legal issues.
- One respondent was against 120-credit Level 5 diplomas per se, another suggested that it would be important to ensure that the papers comprising this proposed endorsement covered the range of papers included in local polytechnic HR qualifications.

Responses to Question 38 and 39: Do you agree with the proposed Level 6, 240-credit, Human Resource Management endorsements, as outlined in the proposal document?

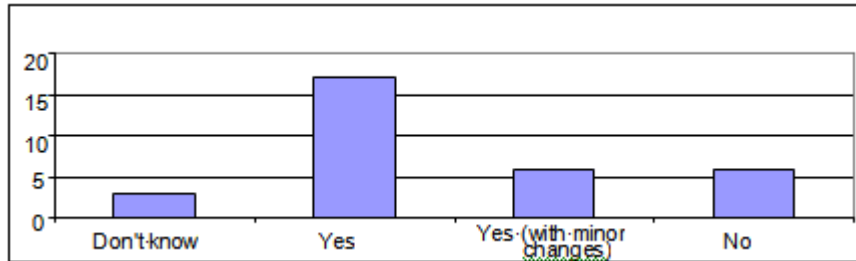


The following points summarise responses:

- Considerations about prescriptions included that some would require revision, new prescriptions (e.g. psychology or psychology of the workplace, change management) could be developed, additional papers should be included (e.g. 636 *Applied Management*), 630 *Leadership* should not be included.
- One respondent queried whether a Human Resources qualification is really required or whether a general Management endorsement, that included some HR prescriptions, might be sufficient.

Marketing endorsement

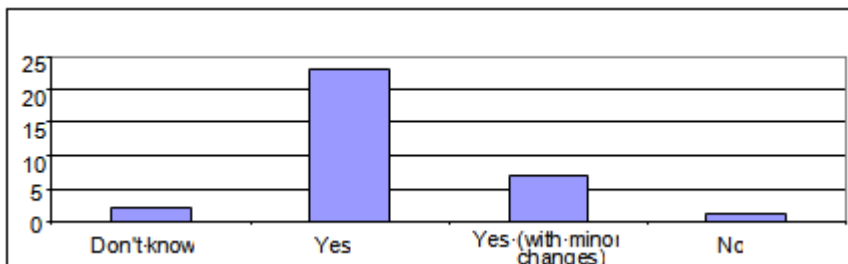
Responses to Question 40 and 41: Do you agree with the proposed Level 5, 120-credit, Marketing endorsements, as outlined in the proposal document?



The following points summarise responses:

- Four respondents stated that this should be a level 6 qualification and include the capstone prescription. One stated that they were against 120-credit Level 5 diplomas per se.
- Suggestions for development of new prescriptions included *e-marketing* and *International Marketing*; one respondent suggested that *644 Buyer Behaviour and Communication Strategies* should be core, rather than optional

Responses to Question 42 and 43: Do you agree with the proposed Level 6, 240-credit, Marketing endorsements, as outlined in the proposal document?

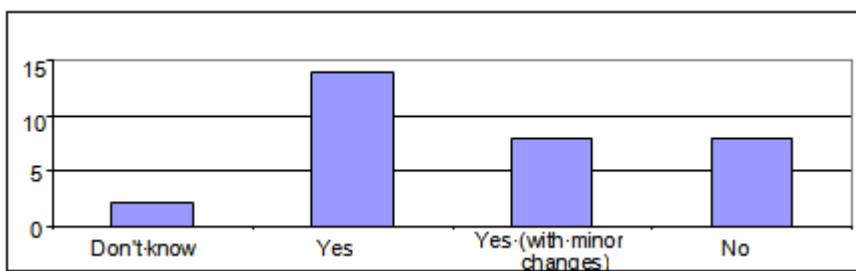


The following points summarise responses:

- Considerations about prescriptions included that some would require revision, new prescriptions (e.g. *Tourism Industry Management*, “selling”, “sales and marketing”, *e-marketing*, *International Marketing*) could be developed.
- One respondent queried whether this specialism warrants a 240-credit qualification.

Accounting endorsement

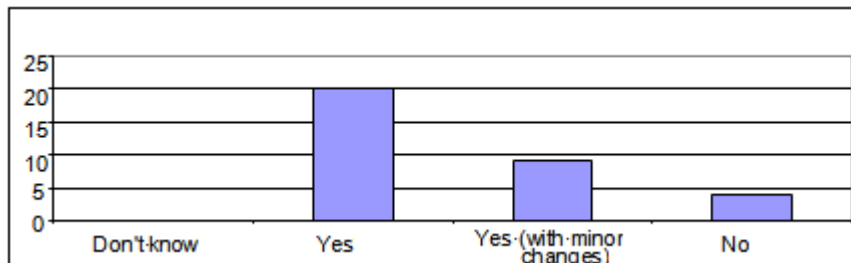
Responses to Question 44 and 45: Do you agree with the proposed Level 5, 120-credit, Accounting endorsements, as outlined in the proposal document?



The following points summarise responses:

- Four respondents stated that this should be a level 6 qualification and include the capstone prescription. One stated that they were against 120-credit Level 5 diplomas per se.
- Respondents queried whether the proposed core was appropriate. A suggested alternative was 601 *Financial Accounting*, 602 *Management Accounting* and one from 603 *Business Finance*, 606 *Taxation* and “the other level 6 accounting paper”.
- One respondent queried whether there was a gap in the proposal for students who might want to work in the area of financial management rather than a technical accounting role.
- A number of respondents queried whether consultation with the New Zealand Institute of Chartered Accountants was required to ensure that any new qualification would meet the requirements for the Accounting Technician Certificate.

Responses to Question 46 and 47: Do you agree with the proposed Level 6, 240-credit, Accounting endorsements, as outlined in the proposal document?

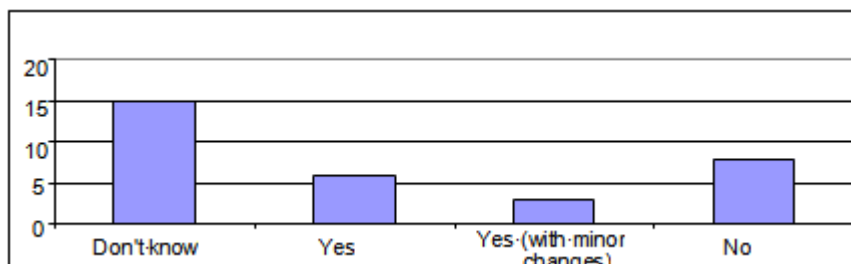


The following points summarise responses:

- Respondents queried whether the proposed core was appropriate. For example, whether the core should include all four accounting papers; or 601 *Financial Accounting* and 606 *Taxation*; or 605 *Internal Auditing*.
- One respondent queried whether a 240-credit qualification is really needed.
- One respondent queried whether there was a gap in the proposal for students who might want to work in the area of financial management rather than a technical accounting role.
- Additionally, respondents queried whether consultation with the New Zealand Institute of Chartered Accountants was required to ensure that any new qualification would meet the requirements for the Accounting Technician Certificate.

Banking endorsement

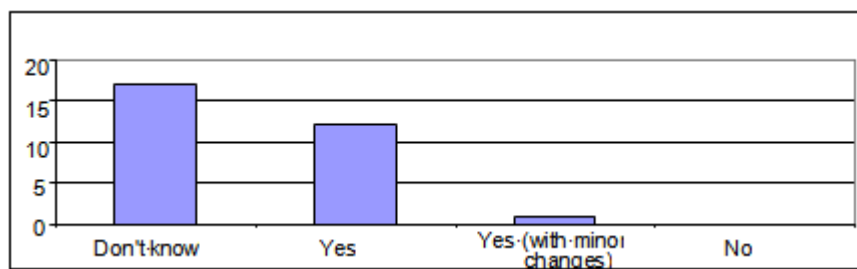
Responses to Question 48 and 49 Do you agree with the proposed Level 5, 120-credit, Banking endorsements, as outlined in the proposal document?



The following points summarise responses:

- Three respondents stated that this should be a level 6 qualification. One respondent stated that they were against 120-credit Level 5 diplomas per se.
- Considerations about prescriptions included that existing prescriptions (e.g. 570 *Introduction to Banking and Financial Services*) would require revision; 676 *International Trade and Finance* was a better fit than 675 *Lending and Securities*; 675 *Lending and Securities* could be optional.
- One respondent queried whether research had been carried out to determine a real need for this proposed endorsement, suggesting that “banks tend to undertake their own company focussed training now”.

Responses to Question 50 and 51: Do you agree with the proposed Level 6, 240-credit, endorsements, as outlined in the proposal document?

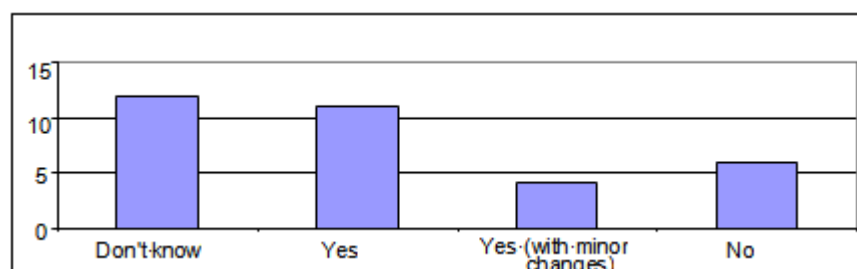


The following points summarise responses:

- Considerations about prescriptions included that existing prescriptions would require revision, and specifically 570 *Introduction to Banking and Financial Services* in relation to new financial services’ legislation.
- One respondent suggested that this endorsement had “limited need” implying that further research might need to be carried out to establish the market for this endorsed qualification.

Information Systems endorsement

Responses to Question 52 and 53 Do you agree with the proposed Level 5, 120-credit, Information Systems endorsements, as outlined in the proposal document?



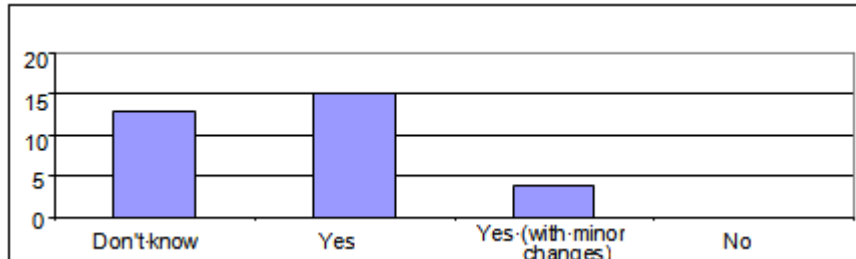
The following points summarise responses:

- One respondent stated that this should be a level 6 qualification.
- Two respondents queried the inclusion of business communication. The following alternative was suggested: 560 *Business Communication* and 550 *Business Computing*, with two from 650 *Applied Computing*, 652 *Systems Development Project* and 655 *Information Systems Management*.
- Two respondents queried the need for this endorsed prescription as the core subjects appeared to be generic subjects that should be skills adopted by all NZDipBus graduates.

However, one respondent suggested that this endorsement would provide an opportunity to link ICT qualifications with a business qualification.

Responses to Question 54 and 55 Do you agree with the proposed Level 6, 240-credit, Information Systems endorsements, as outlined in the proposal document?

54. 240-credit, Level 6 qualification:

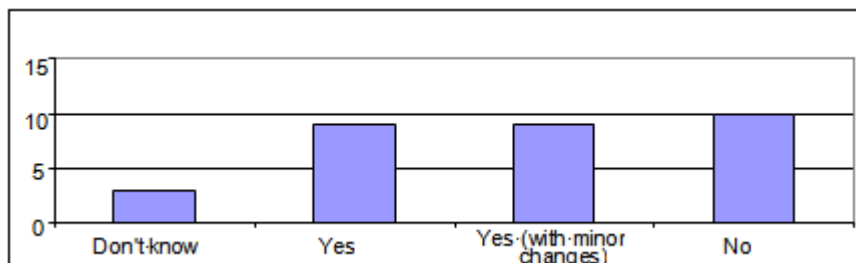


The following points summarise responses:

- Considerations about prescriptions included that existing prescriptions would require revision, and that more papers with an information systems management focus are needed to flesh out the core.
- Two respondents queried the need for this endorsed prescription as the core subjects appeared to be generic subjects that should be skills adopted by all NZDipBus graduates.

Management endorsement

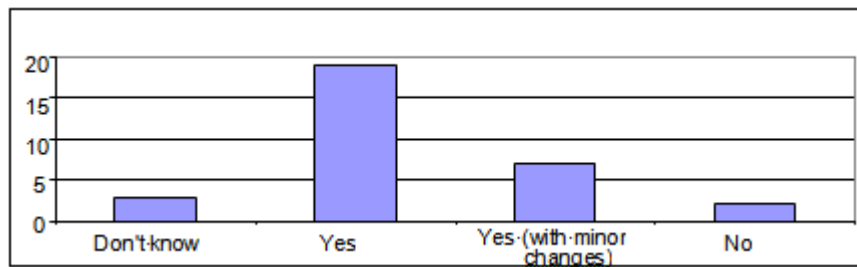
Responses to Question 56 and 57 Do you agree with the proposed Level 5, 120-credit, Management endorsements, as outlined in the proposal document?



The following points summarise responses:

- One respondent stated that this could be a level 6 qualification (because it includes four level 6 endorsements) and include the capstone prescription.
- Considerations about prescriptions included that existing prescriptions (particularly 530 *Organisation and Management*) require revision; and the selection of electives could be broadened to include 400, 430, 435, 469, 510, 520, 541, 550, 632 and 633.
- It was queried whether NZIM had been consulted about this proposed qualification
- “General Management” was suggested as a better description of the proposed qualification, “if Management if management is used n the title of the new qualification”.

Responses to Question 58 and 59 Do you agree with the proposed Level 6, 240-credit, Management endorsements, as outlined in the proposal document?



The following points summarise responses:

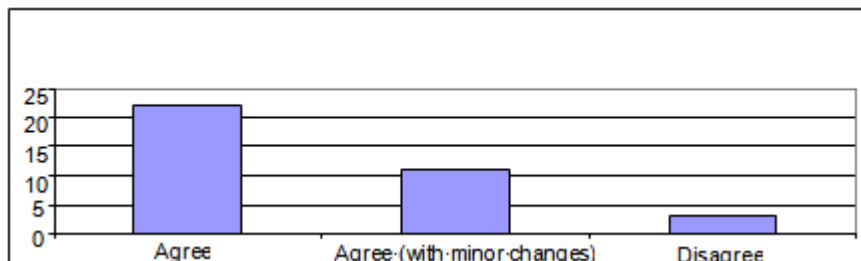
- Considerations about prescriptions included that existing prescriptions (particularly 530 *Organisation and Management*) require revision; additional prescriptions including project planning or project management should be developed; the selection of electives could be broadened to include 685 *Tourism Industry Management*.
- It was unclear whether 636 *Applied Management* will be replaced by the capstone; it was suggested that this prescription should be included in the endorsement.
- It was queried whether NZIM had been consulted about this proposed endorsement.
- One respondent queried whether this specialism warranted a 240-credit qualification.

Responses to Question 60: What other possible endorsements do you suggest?

Some ITPs included structures of their existing local qualifications based on NZDipBus prescriptions that are equivalent to the proposed endorsements.
One ITP suggested other possible endorsements included below.

<p>Management for Small Business (×3) 631 <i>Strategic Planning for Small Business</i> should be part taken out of the Management Endorsement and put into a "Management for Small Business" endorsement. <i>Management for Small Business Endorsement 1-Year Diploma</i> <i>Suggestion 1</i> 5 Core papers *The Level 4 Small Business Management paper *560 Business Communication *530 Organisation and Management *630 Leadership *636 Applied Management and one of (inclusive of capstone) *631 Strategic Planning for Small Business or * 632 Operations Management or * 633 Human Resource Management</p>	<p>Tourism (×5) A new prescription would need to be written to bring the total number of tourism courses to 3. Although there is a National Diploma in Tourism which is unit standards based there is far too much generic tourism content in this programme and not enough core business content. In my experience tourism organisations are looking for graduates with a more rounded knowledge of business rather than just highly specialised tourism knowledge. The employers I work with are very supportive of the NZDipBus tourism content and the qualification as a whole.</p>
<p>“The 2 year Diploma has sufficient differentiation using the above. Most of our students will be finding a job in small business or starting one. The existing qualification doesn't recognise that big business will employ a minority of our graduates and we need to be graduating those that will succeed in the 95.4 % of the workforce that will work in a business that has 10 or fewer employees. The "Management" endorsement is targeted at students working in medium to larger businesses.”</p> <p><i>Suggestion 2</i> A selection of existing papers and the capstone paper as a business plan or business case for investment</p>	<p>Other</p> <ul style="list-style-type: none"> • Legal executive endorsement • Entrepreneurship endorsement • Diploma in Financial Planning (similar paper selection as the Massey qualification) • Business finance • Legal • Farming • Customer services, purchasing, e-commerce (would need a range of new papers)

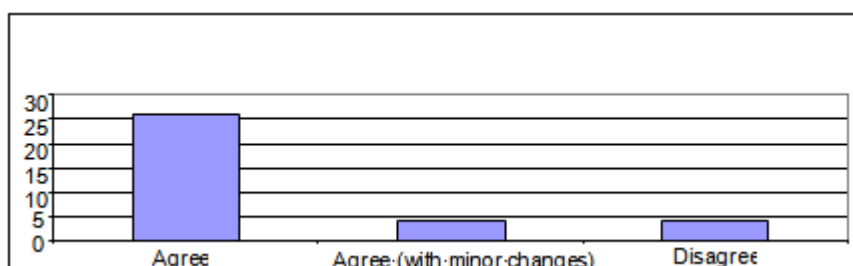
**2.6 Credit transfer, unspecified credit and recognition/assessment of prior learning
Responses to Question 61 and 62: Tighten the rules and the amount of credit transfer and unspecified credit allowable with the proposed qualification, as outlined in the proposal document.**



The following points summarise responses:

- Whilst there is support for a requirement that students should complete sufficient study in New Zealand so that the value of the qualification is not undermined, considerable feedback expressed the view that more discussion is required to ensure students seeking pathways between New Zealand qualifications are not disadvantaged. Several respondents described the potential disadvantage to students moving from a degree programme in a New Zealand university into an ITP. Differences in credit values of university papers were seen to exacerbate this issue.
- The recommendation that a “minimum of 60 credits at the level of the diploma must be directly assessed national NZDipBus prescriptions” appeared to some respondents to contradict the statement that “There is no limit to how many credits can be awarded by RPL/APL”. Clarification is needed in this regard.
- Further consideration would need to be given for rules around specified and unspecified credit transfer.
- This new requirement would significantly impact on existing arrangements/agreements with overseas education organisations.
- The introduction of a Version 3 of the qualification that is essentially the same as Version 2 but with stricter control around credit transfer was opposed by two respondents.

Responses to Question 63 and 64: Tighten quality assurance relating to monitoring the use of recognition of prior learning/assessment of prior learning, as outlined in the proposal document.



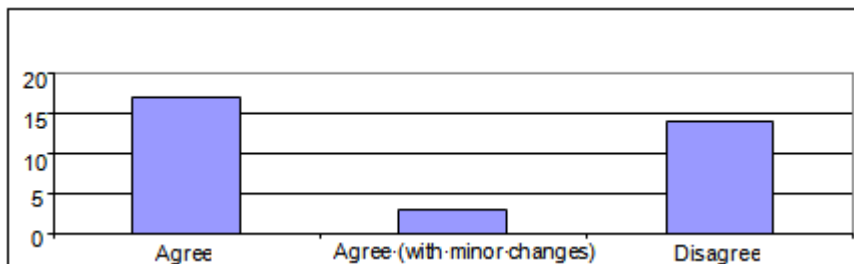
The following points summarise responses:

- Although there was some support for tightening the rules, requiring all learners to apply for RPL/APL at a recognised centre was seen to be a potential barrier for students. Alternative suggestions included a requirement that providers be required to submit their RPL policies and sample decisions on an annual basis [similar to the low volume audit process].

- The recommendation that a “minimum of 60 credits at the level of the diploma must be directly assessed national NZDipBus prescriptions” appeared to contradict the statement that “There is no limit to how many credits can be awarded by RPL/APL”.

2.7 Other feedback

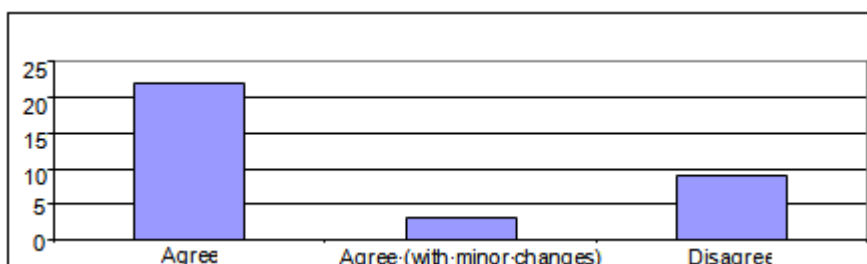
Responses to Question 65 and 66: Only the 400-600 prescriptions can be credited to the three proposed new qualifications.



The following points summarise responses:

- Many respondents argued against the suggestion that only the 400-600 prescriptions can be credited to the three proposed new qualifications. Specific exceptions include: higher level courses achieved by a student recognised by RPL, New Zealand University and Polytechnic papers, any other [New Zealand delivered] qualifications with relevant business curriculum which might “add value” to NZDipBus (and for which unspecified credit is the vehicle to achieving NZDipBus).
- Other respondents suggested that exceptions should be allowable on a case-by-case basis, managed at a local level to ensure the process does not become cumbersome.
- The suggestion appears to contradict the ability to credit via RPL and unspecified credit.
- Further consideration needs to be given to ensure that part-time students who achieved prescriptions against version 1 of the qualification are not disadvantaged.

Responses to Question 67 and 68: NZDipBus prescriptions will remain at 20 credits



The following points summarise responses:

- There is some support for reducing credit value of prescriptions to 15 to better align with university qualifications. The impact this would have in terms of requiring substantial prescription reviews and complex transition arrangements was acknowledged in relation to this.

Responses to Question 69: Any further comments, recommendations and suggestions

The following points summarise responses:

- General perceptions are that this is a significant review.
- Version 2 of the qualification is only two years old and there may not have been sufficient cohorts of students completing to fully consider the impact of these proposals at this stage.
- The proposed last date (31 December 2011) for assessment is likely to be too tight for part-time students.
- A clearer articulation is required of the philosophical basis for reducing the amount of credit that can be achieved by APL.
- There are a number of possible alternatives to the proposed structure.
- The proposal is unclear about whether the intent is to have three separate stand alone qualifications that do not link to one another, or whether the intent is to have a one-year generic qualification that could then credit fully into a two-year advanced qualification. This respondent commented that the linkages and pathways are not clear and further commented that with three distinct qualifications enrolling students into the most appropriate qualification will require the intent of the qualification to be far clearer.
- There needs to be a clear distinction between any qualifications based on NZDipBus prescriptions and National Diplomas based on unit and achievement standards.
- Consult further in regard to:
 - names, once the content of the qualifications is finalised
 - establishing a common structure for endorsed qualifications; and provide the detail courses once curriculum clusters have been examined. This should ensure the breadth of curriculum is sufficiently broad within each endorsement and not restrained by existing prescription content
 - how the changes might be perceived by the University sector and the impact the changes might have on agreed pathways
 - graduate profiles, to ensure there is clarity about outcomes for graduates and differentiation between the various qualifications proposed
 - the development of a level 4 foundation qualification
 - how proposals in this consultation align with proposals in the *Targeted Review of Qualifications* and outcomes of the Strategic Business Review.
- Some detailed submissions were made in response to this question:
 - One detailed proposal argued the case for the inclusion of law, and another the case for Economics as compulsory core subjects
 - Another argued the case for more study of the role of international business.
 - NZICA gave feedback on how the needs of the Accounting Technicians could be met.

Background to the qualification review

The background and context for the review include:

- changes in the market for, and provision of, the NZDipBus
- consideration of the last NZDipBus review, which was primarily concerned with making the established qualification compliant with registration requirements for the New Zealand Register of Quality Assured Qualifications
- discussion and concerns raised over the last three years in NACBS meetings (i.e. the nature of the core prescriptions, the lack of embedding of the graduate profile in prescriptions, the credibility and relevance of the qualification, and quality assurance issues)
- the very high proportion of credits (up to 200) that can be gained through a combination of credit transfer and assessment in local prescriptions
- NZQA's Targeted Review of Qualifications, and associated proposals to reduce duplication and overlap of qualifications at level 6 and below.

Following a recommendation from the NACBS meeting of 2 December 2009, a sub-group of the NACBS (the "review panel") was established and met on 10 and 11 March 2010 in Wellington to consider the above matters and develop some proposals for change.

The NZDipBus target group, stakeholders and their needs were also considered.

NZDipBus review panel

Name	Position on NACBS
Vance Hainsworth	Industry representative (Human Resources Institute of New Zealand)
John Horsley	Institutes of Technology and Polytechnics (ITP) representative
Ian Ritchie	ITP representative
Terry Swanson	New Zealand Association of Private Education Providers representative, and NACBS Chair
John West	ITP representative and NACBS Academic Committee Chair

Purpose of the review

The review panel confirmed the purpose of the review as follows:

To achieve (a) New Zealand qualification(s) that is (are) "current, fit for purpose and responsive to the changing needs of New Zealand business, businesses and business people".

Relationships with current National Diplomas in Business

As the quotation marks in the purpose above indicate, this purpose is the same as the overall aim for the Strategic Business Review of qualifications in field Business on the National Qualifications Framework (NQF), initiated in March 2010 by National Qualifications Services (NQS), NZQA.

Close consultation with NQS is required throughout this NZDipBus qualification review to ensure differences between the proposed NZDipBus qualifications and current NQF national

business qualifications at the same level¹ are clarified, particularly as the review of these national qualifications is imminent.

Proposed changes to the NZDipBus

Overview of qualifications proposed

The proposed NZDipBus qualifications would continue to be based on NZQA-approved prescriptions (with a prescribed core) and a grade-related assessment methodology.

The proposed 120-credit New Zealand Diploma in Business (level 5) would largely be prescribed, with five core and one elective prescription.

Specialisation is required for the proposed 120-credit New Zealand Diploma in Applied Business (Level 5). This recognises the demand for endorsed qualifications based on NZDipBus prescriptions currently filled by local (provider-owned) qualifications. A reviewed 560 *Business Communication* was proposed as a core prescription, and prescriptions for each endorsement would largely be specified. (The unit standards-based 120-credit National Diploma in Business (Level 5) also allowed for optional strands.)

Specialisation was optional for the proposed 240-credit New Zealand Diploma in Advanced Business (Level 6). This would enable achievement of either a generic business qualification that reflects both breadth and depth across a range of business knowledge and skills, or an endorsed qualification that recognises breadth across a range of business knowledge and skills, and depth in a specialised area. (The unit standards-based 120-credit National Diploma in Business (Level 6) does not allow for endorsements/optional strands and has a management/leadership focus).

Draft graduate profiles for each qualification are provided in section 4 of this proposal document.

Key changes proposed

Key changes proposed are summarised as follows:

- 1 Replace the 240-credit qualification at level 6 with:
 - 120-credit diploma at level 5 (broad based) – proposed working title, New Zealand Diploma in Business (Level 5)
 - 120-credit diploma at level 5 (specialised/with endorsements) – proposed working title, New Zealand Diploma in Applied Business (Level 5) – with consultation to help gauge whether this should be at level 6 rather than level 5
 - 240-credit diploma at level 6, with optional endorsements – proposed working title, New Zealand Diploma in Advanced Business (Level 6).
- 2 Increase the core requirements from six to eight required prescriptions for the 240-credit diploma (including a reviewed 560 *Business Communication* and a “capstone” prescription developed in conjunction with a review of 636 *Applied Management*).
- 3 Tighten the rules for credit transfer and unspecified credit to reduce the total amount of credit allowable through this means in the proposed qualifications.
- 4 Tighten quality assurance relating to monitoring the use of recognition of prior learning/assessment of prior learning.

¹ The National Diploma in Business (Level 5) and the National Diploma in Business (Level 6)

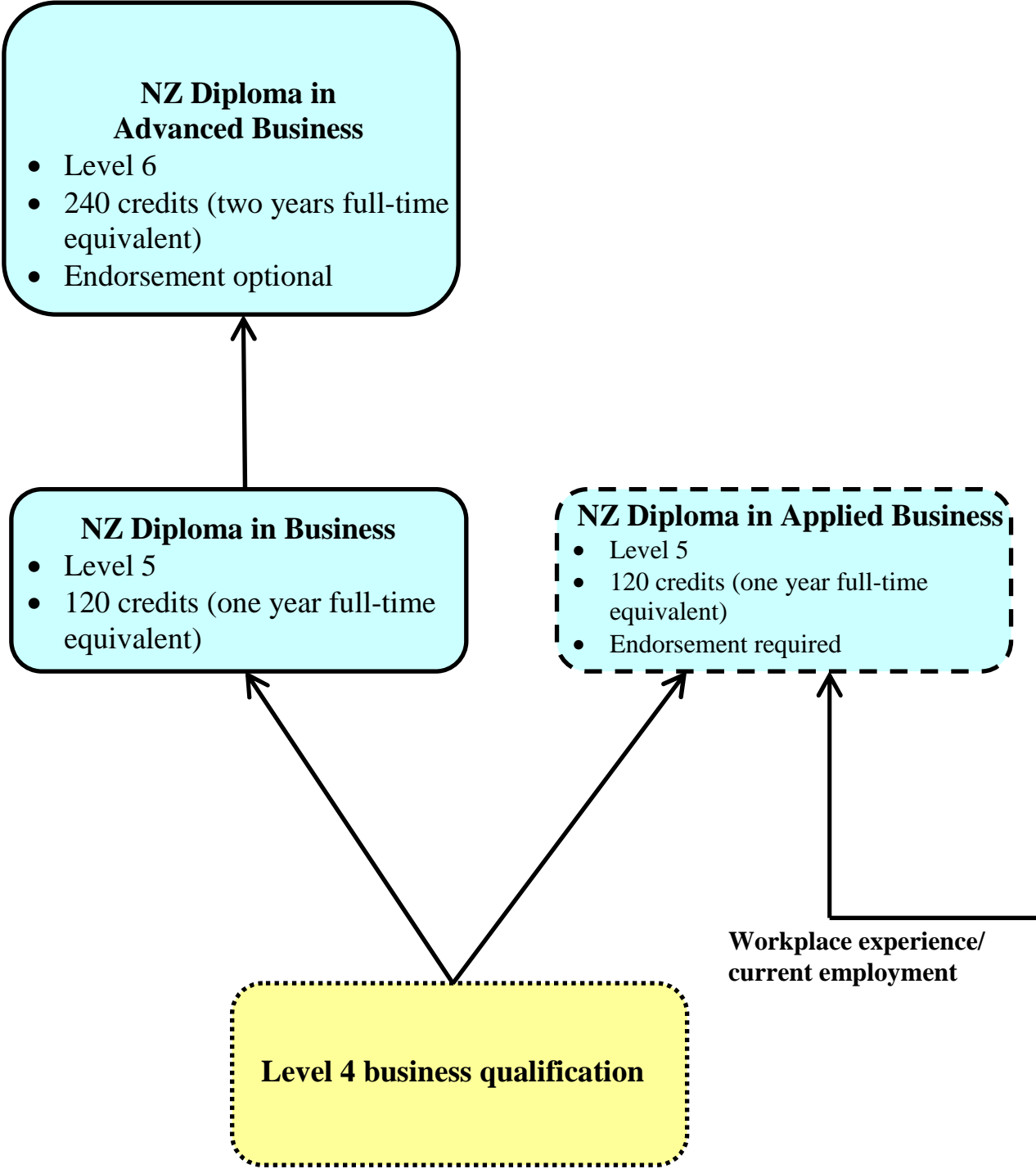
Pathways through the proposed NZDipBus qualification; graduate profiles for the proposed qualifications; and qualification diagrams that include entry, award, core prescription and credit transfer requirements follow.

Pathways through proposed NZDipBus qualifications

Notes:

A level 5 diploma including specialisations was proposed, but consultation feedback was requested on whether this qualification should be at level 6.

Pathways to and from other qualifications are not indicated.



Graduate profiles for the proposed qualifications

Graduate profiles for the proposed qualifications are as follows:

New Zealand Diploma in Business (Level 5)

This qualification is primarily intended for people who wish to acquire, or gain recognition for, a broad range of business knowledge and skills for professional development or further business study purposes.

A graduate of the New Zealand Diploma in Business (Level 5) will, in a range of diverse and changing New Zealand organisational settings, effectively be able to:

- a. add value by applying a broad range of business knowledge and skills
- b. apply a range of interpersonal and communication skills
- c. apply critical problem-solving skills with initiative and judgment
- d. recognise ethical and cultural issues inherent in decision-making
- e. work independently and within teams of diverse people.

New Zealand Diploma in Applied Business (Level 5)

This qualification is primarily intended for people who want to apply, or gain recognition for applying, business knowledge and skills in a specialist area.

A graduate of the NZ Diploma in Applied Business (Level 5) will:

1. in a range of diverse and changing New Zealand organisational settings, effectively be able to:
 - a. add value by applying business knowledge and skills
 - b. apply a range of interpersonal and communication skills
 - c. apply critical problem solving skills with initiative and judgment
 - d. incorporate ethical, cultural and organisational dimensions into decision making
2. be able to demonstrate in-depth knowledge and specialist skills in the area of endorsement.

New Zealand Diploma in Advanced Business (Level 6)

This qualification is intended for people who want to apply and integrate, or gain recognition for applying and integrating, in-depth business knowledge and skills either across a number of business areas or in a specialised area.

A graduate of the NZ Diploma in Advanced Business Level 6 will:

1. in a range of diverse and changing New Zealand organisational settings, effectively be able to:
 - a. add value by applying in-depth business knowledge and skills
 - b. apply a range of interpersonal and communication skills
 - c. apply critical problem solving skills with initiative and judgment
 - d. incorporate ethical, cultural and organisational dimensions into decision making
 - e. take responsibility for determining and achieving personal and group outcomes
 - f. integrate a range of business skills to achieve an outcome.
2. A graduate who opts to complete an endorsement will also be able to demonstrate in-depth knowledge and specialist skills in the area of endorsement.

Qualification diagrams, including entry, award, core prescription and credit transfer requirements

Entry requirements (subject to change pending university entrance changes)
Applicants less than 20 years old must have:

- a minimum of 14 numeracy credits at level 1 or higher in Mathematics or Pāngarau on the National Qualifications Framework; and
- fifty credits at level 2 or above including a minimum of 8 literacy credits at level 2 or higher in English or Te Reo Māori; 4 credits must be in reading and 4 credits must be in writing. The literacy credits will be selected from a [schedule of approved](#) achievement standards and unit standards

or equivalent to the above.

International students for whom English is a second language must also have an IELTS score of 6.0 (academic) with no individual band lower than 5.5 (or an internationally recognised equivalent).

Award requirements

- 120 credits (five core, one elective prescription) at level 4 and above
- A minimum of 80 credits at level 5

Endorsements

Endorsements are not an option in this qualification.

NZ Diploma in Business (Level 5)

120 credits – equivalent to one year of full-time study

Credit transfer

A maximum of 40 credits can be awarded for a combination of specified and unspecified credit transfer, and assessment for local prescriptions.

Any exceptions may be considered on a case-by-case basis by NZQA.

Core prescriptions (compulsory)

- 400 *Accounting Principles*
 - 530 *Organisation and Management*
 - 541 *Fundamentals of Marketing*
 - 550 *Business Computing*
 - 560 *Business Communication*
- and:**
- either 510 *Commercial Law*
 - or 520 *The Economic Environment*

Entry requirements (subject to change pending university entrance changes)

Applicants less than 20 years old must have:

- a minimum of 14 numeracy credits at level 1 or higher in Mathematics or Pāngarau on the National Qualifications Framework; and
- fifty credits at level 2 or above including a minimum of 8 literacy credits at level 2 or higher in English or Te Reo Māori; 4 credits must be in reading and 4 credits must be in writing. The literacy credits will be selected from a [schedule of approved](#) achievement standards and unit standards

or equivalent to the above.

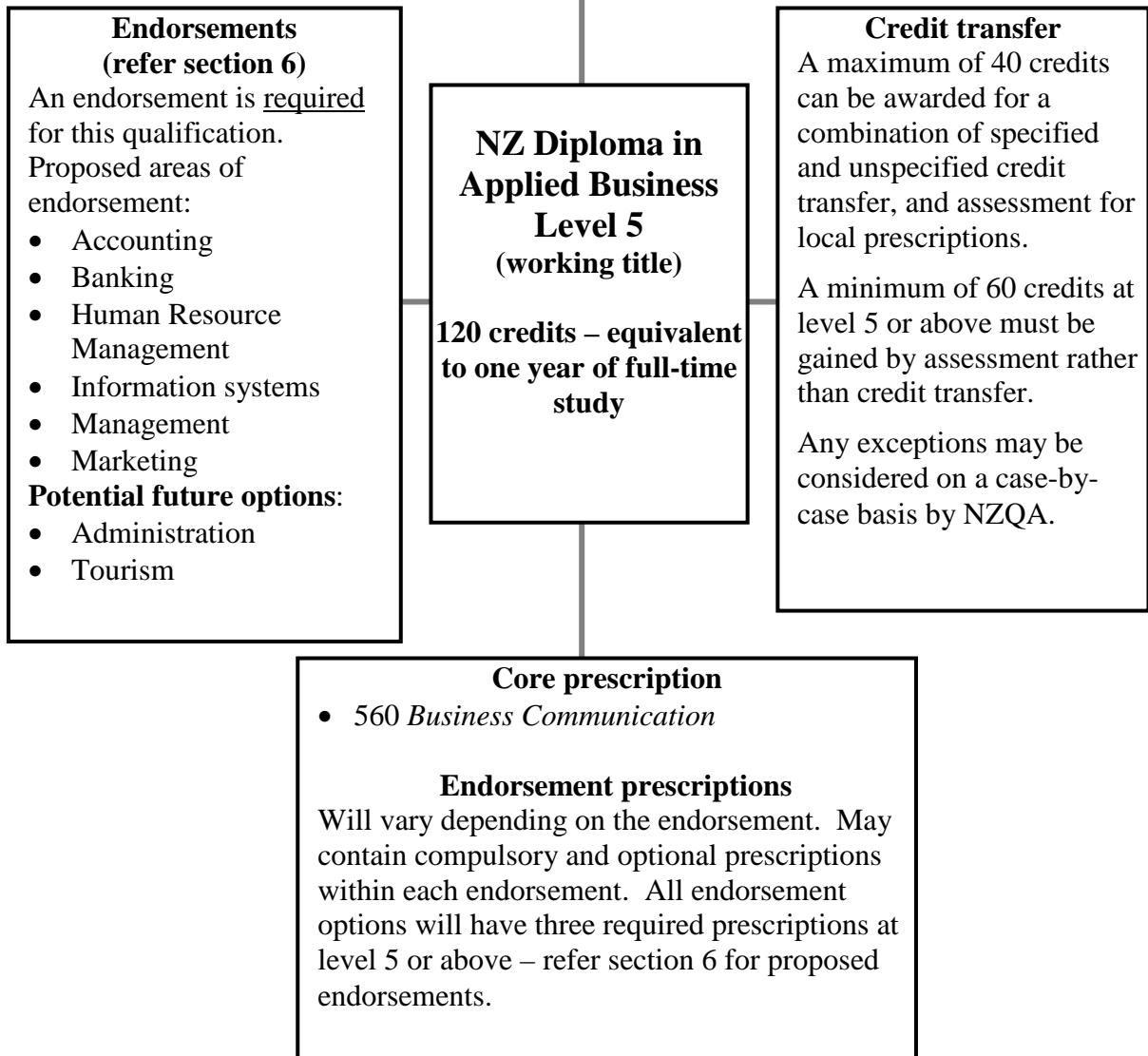
International students for whom English is a second language must also have an IELTS score of 6.0 (academic) with no individual band lower than 5.5 (or an internationally recognised equivalent).

A minimum of 60 credits in business-related areas at level 3 or above (or equivalent knowledge and skills) is recommended.

Award requirements

- 120 credits at level 4 and above.

A minimum of 80 credits at level 5 including three endorsement prescriptions.



Entry requirements (subject to change pending university entrance changes)

Applicants less than 20 years old must have

- a minimum of 14 numeracy credits at level 1 or higher in Mathematics or Pāngarau on the National Qualifications Framework; and
- fifty credits at level 2 or above including a minimum of 8 literacy credits at level 2 or higher in English or Te Reo Māori; 4 credits must be in reading and 4 credits must be in writing. The literacy credits will be selected from a [schedule of approved](#) achievement standards and unit standards

or equivalent to the above.

International students for whom English is a second language must also have an IELTS score of 6.0 (academic) with no individual band lower than 5.5 (or an internationally recognised equivalent).

Award requirements

- 240 credits (including eight core prescriptions)
- A minimum of 80 credits at level 6 (including the capstone, and three endorsement prescriptions if endorsement is sought).

**Endorsements
(refer section 6)**

An endorsement will be **optional** for this qualification. Proposed areas of endorsement:

- Accounting
- Banking
- Human Resource Management
- Information systems
- Management
- Marketing

Potential future options:

- Administration
- Tourism

**NZ Diploma in
Advanced Business
(Level 6)
(working title)**

**240 credits –
equivalent to two years
of full-time study**

Credit transfer

A maximum of 80 credits can be awarded for a combination of specified and unspecified credit transfer, and assessment for local prescriptions.

A minimum of 60 credits at level 6, including the ‘capstone’ credits, must be gained by assessment rather than credit transfer.

Any exceptions may be considered on a case-by-case basis by NZQA.

Core prescriptions

- Business Communication, Accounting Principles, Commercial Law, The Economic Environment, Organisation and Management, Fundamentals of Marketing and Business Computing.
- L6 ‘capstone’ prescription. Will focus on integration of skills within the context of a practical project (ideally a team project).

Endorsement prescriptions:

Will vary depending on the endorsement. Refer section 6 for proposed endorsements.