

**TO: CEOs of Tertiary Education Organisations
NZQA Liaison Officers**

**ATTENTION: NZDipBus Programme Manager
Heads of Business and related departments
Lecturers of NZDipBus papers**

Review of NZDipBus Computing, Marketing and Management Prescriptions

Background

The New Zealand Diploma in Business (NZDipBus) is a nationally recognised qualification that allows students to gain a broad range of general business skills and knowledge. It leads to careers in a range of areas including accountancy, banking, management, marketing and tourism.

NZQA has placed the NZDipBus qualification on the *New Zealand Register of Quality Assured Qualifications* (the Register) (see circular T2007/002).

As part of this project, a number of prescriptions have undergone review during 2005, 2006 and 2007 (see circulars T2005/005 and T2005/022).

Three panels comprising Tertiary Education Organisation (TEO) representatives met with NZQA staff to review computing, marketing and management prescriptions on 11 and 12 April 2007. Initial consultation drafts, with rationale, were finalised and NZDipBus stakeholders were asked to provide feedback.

All feedback was considered by the review teams. We appreciate the time people have taken to provide feedback on the draft prescriptions.

Computing prescriptions

Amended drafts for the following computing prescriptions were confirmed on 4 July 2007:

- 650 (250) *Applied Computing*
- 652 (252) *Systems Development Project*
- 655 (255) *Information Systems Management*

Computing review team members were:

Craig Eves
Alison Talbot
Robyn Pascoe

The Open Polytechnic of New Zealand
Auckland University of Technology
Eastern Institute of Technology

Appendix I contains the sector feedback and the review team's responses.

Marketing prescriptions

Amended drafts for the following marketing prescriptions were confirmed on 16 July 2007:

- *644 (244) Buyer Behaviour and Communications Strategies*
- *642 (242) Marketing Research.*

Marketing review team members were:

William Toh
Deniss Young
Susan Warring

UUNZ Institute of Business
Waikato Institute of Technology
Whitireia Community Polytechnic

Appendix II contains the sector feedback and the review team's responses.

Next steps

The reviewed computing and marketing prescriptions will be presented to the National Advisory Committee for Business Studies (NACBS) for endorsement on 1 August 2007.

Final review drafts for the management prescriptions (632 *Operations Management* and 633 *Human Resource Management*) are not yet confirmed. Tertiary Assessment and Moderation (TAM) expects to have final versions available for consideration by the NACBS Prescription Sub-Committee during September 2007.

Subject to NACBS endorsement and final approval by NZQA, all reviewed prescriptions will be published on the NZQA website, and TEOs will be notified.

Enquiries

Any enquiries regarding this circular should be directed to:

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Circulars are available from the NZQA website at
<http://www.nzqa.govt.nz/publications/circulars/tertiary.do>

Linda Glogau
Manager
Qualifications Development and Tertiary Moderation

Appendix I

NZDipBus Prescription Review 2007 – Summary of feedback and responses of review panel

Prescription 650 (250) Applied Computing

| Submission | Brief description of feedback | Review panel responses |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General | No general comment received. | |
| | | |
| Aim | <i>Is the aim clear?</i> | |
| 1 | Yes | |
| 3 | Yes | |
| 4 | Yes | |
| 5 | Yes | |
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| Weightings | <i>Will topic weightings ensure sufficient coverage?</i> | |
| 1 | Yes | |
| 3 | Yes | |
| 4 | Yes | |
| 5 | Yes | |
| | | |
| Learning outcome one | <i>Should anything be considered for inclusion or removal?</i> | |
| 3 | No | |
| 5 | Add solver and scenario manager (or equivalent generic terms) to list of advanced spreadsheet functions. These are not included in new 550 prescription | Solver and scenario manager are Microsoft specific. The generic 'creating or managing multiple scenarios' was added as an optional advanced feature. Not adding a generic equivalent for solver does not preclude it being used. |

| Learning outcome two | <i>Should anything be considered for inclusion or removal?</i> | |
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| 3 | We would welcome some clarification re “multiple users” – are we looking beyond collaborative workgroups, markup etc to issues like record locking? We would welcome some clarification on application integration – are we going beyond importing of information, mail merge, production of business reports to some more complex (probably project based) model of integration? | A new assessment note 4 was added to clarify these terms: ‘In learning outcome three, ‘multiple users’ refers to several users. It is not necessary for the application to be designed for multiple <i>simultaneous</i> users. ‘Integration of multiple applications’ refers to one application that could use data from Excel, Internet and/or Access. Integration examples may include having: a common interface, an external data source, web connections, form controls, external controls, VBA procedures etc.’ |
| 5 | No | |
| Learning outcome three | <i>Should anything be considered for inclusion or removal?</i> | |
| 2 | Software Selection – not sure how to evaluate? If you have just spent x hours bringing people up to speed with (say) MS Access, why would they choose a different package? | Key element (b) for learning outcome three was retained, but amended for clarification: ‘Software <i>application feature</i> evaluation and selection’. |
| 3 | OK | |
| 5 | Yes Remove software selection and evaluation (leave documentation) as these are covered in 652. | As above. |
| Learning outcome four | <i>Should anything be considered for inclusion or removal?</i> | |
| 3 | We would welcome some clarification of “two <u>types</u> of report”. Database software is the main reporting tool in most 650 offerings – is there another “type” of paramatisable, data handling report | Key element (a) for learning outcome 4 was clarified as follows: ‘At least two types of reports (eg exception report, summarised report with group calculations, detailed report, graphical report) which:…’etc. |

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| 5 | Re-word “two types” of reports as this needs further clarification. Change “types” to “styles” or “formats” or give examples such as summary report, detailed report etc. | As above. |
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NZDipBus Prescription Review 2007 – Summary of feedback and responses of review panel
Prescription 652 (252) *Systems Development Project*

| Submission | Brief description of feedback | Review panel responses |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General | No general comment received. | |
| Aim | <i>Is the aim clear?</i> | |
| 1 | No comment | |
| 2 | Yes NOTE - typo in prescription - should say replaces 252 not 255 Also assessment note 6 – recommend this should say “to facilitate electronic communication” rather than e-business. | The prescription code was corrected from 255 to 252. Assessment note 6: What is intended by the assessment note is broader than ‘electronic communication’. However, the special note was clarified as follows: ‘For learning outcome two, if relevant to the application being developed, students will be expected to demonstrate familiarity with the use of information technologies to facilitate business processes.’ |
| Weightings | <i>Will topic weightings ensure sufficient coverage?</i> | |
| 1 | No comment | |
| 2 | Yes | |
| Learning outcome one | <i>Should anything be considered for inclusion or removal?</i> | |
| 2 | 1. In the learning outcome change data management to database concepts 2. Under the key elements – restructure as below to provide more logical grouping of elements a) Problem definition & project scope b) Project Plan (sub elements unchanged) c) User requirements, including functional | Learning outcome one was amended as follows: ‘Students will explain data concepts, and principles of data modelling, process modelling and systems development project management, and apply ...’. The key elements for learning outcome one were amended as suggested in the feedback, but ‘data management issues’ was retained as a key element (with a clarifying range) before ‘interface design’. |

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| | <p>requirements in business language, conceptual data and process modeling</p> <p>d) Database concepts</p> <p>e) Logical and physical database design (new)</p> <p>f) Interface Design (sub elements unchanged)</p> <p>Note that normalisation has been removed as this imposes a particular methodology and is part of database design</p> | |
| | | |
| Learning outcome two | <i>Should anything be considered for inclusion or removal?</i> | |
| 2 | <ul style="list-style-type: none"> ○ Key elements – add the words “and communication plan” after “project team establishment” ○ Change “application review” to “post implementation review” <p>Remove application maintenance and enhancement as this is almost impossible to evidence.</p> | <p>The panel thought the addition of ‘communication plan’ was not necessary, as assessment note 5 covers the requirement for evidence of appropriate communication with stakeholders.</p> <p>The panel agreed that amending ‘application review’ to ‘post-implementation review’ was appropriate.</p> <p>It was agreed that, post development, application maintenance and enhancement would be difficult to evidence, so this was deleted as a key element. ‘On-going maintenance’ was added as a required item under implementation (key element d).</p> |
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| Learning outcome three | <i>Should anything be considered for inclusion or removal?</i> | |
| | No feedback received. | |
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| Learning outcome four | <i>Should anything be considered for inclusion or removal?</i> | |
| | No feedback received. | |
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NZDipBus Prescription Review 2007 – Summary of feedback and responses of review panel
Prescription 655 (255) *Information Systems Management*

| Submission | Brief description of feedback | Review panel responses |
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| General | No general comment received. | |
| Aim | <i>Is the aim clear?</i> | |
| 1 | No – Change “and use information....” to “and the use of information....” Suggestions for new paper name: “Information Systems in Businesses” or “The Role of Information Systems in Businesses” as this better reflects the aim. | No change to title or aim. The suggested changes would imply a focus on demonstration of knowledge, which would have implications for the level of the prescription. The current focus is on application, as reflected by the current aim, the title ‘Information Systems <i>Management</i> ’, and learning outcomes 2, 3 and 4. This is appropriate for level 6. |
| Weightings | <i>Will topic weightings ensure sufficient coverage?</i> | |
| 1 | Yes | |
| Learning outcome one | <i>Should anything be considered for inclusion or removal?</i> | |
| 1 | No | |
| Learning outcome two | <i>Should anything be considered for inclusion or removal?</i> | |
| 1 | Key element d) change to “User involvement strategies” – fits better with other elements and still maintains the intention of ensuring user involvement | The intention of key element (d) was to ensure that evaluation of the strategies’ effectiveness included consideration of user involvement. It was therefore not strictly a key element in its own right, but related to the other three elements. The key element has been deleted and replaced by an explanatory assessment note. |

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| Learning outcome three | <i>Should anything be considered for inclusion or removal?</i> | |
| 1 | No | |
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| Learning outcome four | <i>Should anything be considered for inclusion or removal?</i> | |
| 1 | Change wording of outcome to: “Students will investigate a business problem and recommend a workable information systems solution consistent with organizational goals and available resources.” Change key element a) to “problem analysis”. | No change. ‘A business problem’ is too generic for the focus of this prescription. |

NZDipBus Prescription Review 2007 – Summary of feedback and responses of review panel

Prescription 644 (244) *Buyer Behaviour and Communications Strategies*

The level of the prescription was changed to level 6.

| Submission | Brief description of feedback | Review panel responses |
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| General | No general comment received. | |
| Aim | <i>Is the aim clear?</i> | |
| 1 | (Crossed out as in ... will understand buyer) Suggests consumer and business markets. | The review team considered this comment. The aim was amended to 'Students will understand buyer behaviour and develop appropriate marketing communication strategies to reach consumer and organisation markets.' |
| 2 | As above. | |
| 3 | See included in buyer behaviour is just assimilation (?) consumer behaviour is just consumers. | The comment is not clear. |
| 4 | Yes | |
| 5 | Yes | |
| 6 | Yes | |
| 7 | The aim is clear, however some issues with prerequisites. 642 is a 6 hundred level course and students generally take 6 hundred level courses after completing 5 hundred level. Secondly, the ideal level for this course too is level 6. Currently, students build on content completed in 541 and are required to develop complex skills. Reducing its level to 5 will not allow development of higher level of learning and skills as the assessments will get diluted in their expectations from students. | The review team agreed with this rationale. The level of the prescription was changed to level 6. |
| Weightings | <i>Will topic weightings ensure sufficient coverage?</i> | |
| 2 | LO1=20, LO2 = 25, LO3=55 | No comment required. |
| 3 | Okay | |
| 4 | Yes | |
| 5 | Yes | |

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| 6 | Yes | |
| 7 | OK | |
| | | |
| Learning outcome one | <i>Should anything be considered for inclusion or removal?</i> | |
| 2 | Ticked | |
| 3 | No comment | |
| 4 | No | |
| | | |
| Learning outcome two | <i>Should anything be considered for inclusion or removal?</i> | |
| 2 | Ticked | |
| 3 | No comment | |
| 4 | No | |
| 7 | Under (d) positioning strategy there should be a mentioning of positioning approaches and positioning statement. Students should be able to identify positioning approaches over and above developing perceptual maps and recommending broad marketing mix. Further, they should be able to develop positioning statements that guide organisations to develop marketing mixes and which form the basis of developing “tag lines” and fuller messages (whether developed internally or externally) Minor point – Ordering needs to be looked at – Benefits and limitations should be listed as (a); followed by Apply appropriate bases of segmentation as (b). | Key element d) Agree. Key element d) was amended to ‘Positioning strategy’, including perceptual mapping, positioning approach and positioning statement. Key elements a) and b) Agree. Ordering was changed, key elements are now: a) Benefits and limitations of segmentation. b) Appropriate bases of segmentation. |
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| Learning outcome three | <i>Should anything be considered for inclusion or removal?</i> | |
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| 2 | <p>Key element a amended to be ‘Measurable communications objectives aligned with organisational <u>marketing and financial</u> objectives.</p> <p>Key element b, bullet point other, changes to alignment to several cause (including communication (theme)): Possible the (theme) is meant for key element d as in ‘Statement of intended message (theme)’.</p> | <p>Key element a) Disagree. Organisational objectives may include other objectives, eg research. No change is required.</p> <p>Key element b) No change is required - key element d) is the theme.</p> |
| 4 | No | |
| 7 | <p>Element (d) is not clear – Does it refer to message strategy/appeals. If so it should be stated as recommended and justify message strategy and appeals.</p> <p>Element (g) should also include – specific actions, timelines, responsibilities/accountabilities.</p> | <p>Key element d) The comment was considered and key element d) was amended to ‘Statement of creative strategy’ to include USP, theme, appeal etc. The word ‘recommended’ is not needed as it is included in the learning outcome.</p> <p>Key element g) Agree. ‘Actions’ and ‘timeline’ are now included in key element g).</p> |

NZDipBus Prescription Review 2007 – Summary of feedback and responses of review panel
Prescription 642 Marketing Research

| Submission | Brief description of feedback | Review panel responses |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General | No general comment received. | |
| Aim | <i>Is the aim clear?</i> | |
| 2 | Yes | |
| 3 | Yes | |
| 4 | Yes | |
| 5 | Yes There is a need to retain teaching notes to clarify interpretation of the learning objectives and assessment. 'Assumed prior knowledge', has been changed to 'pre-requisites'. Few students take 160QBM. This will severely limit eligible students, as 160 is not a core course of the Diploma. It is advised that the term recommended be used instead. | Prescriptions for version two of the NZDipBus qualification are assessment documents and therefore teaching notes are not included. Assessment notes can be added if clarification is required. Amended to: <i>430 (160) Quantitative Business Methods</i> is a recommended pre-requisite for <i>642 Marketing Research</i> . |
| Weightings | <i>Will topic weightings ensure sufficient coverage?</i> | |
| 1 | Would suggest that the assessment weightings be changed – learning outcome 2 and 3 swapped, to reflect the much greater volume of work required for learning outcome 3. | Agree. The weightings were changed to 40 percent for learning outcome two and 45 percent for learning outcome three. |
| 2 | Yes | |
| 3 | Yes | |
| 4 | Yes | |
| 5 | Yes, but with one proviso. The current prescription has assessment weighting of 10-15% for LO2, cultural, ethical and legal considerations. This is too much weighting. There is only one legal | The weighing of learning outcome one (15 percent) is the same as in the current NZDipBus prescription (10-15 percent). In all new NZDipBus prescriptions a total of 10 percent aggregate variance for all learning outcomes is allowed. Tertiary Education Organisations (TEOs) may |

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| | <p>statute and one industry code of practice. There is little content for ‘cultural considerations’ as prescription applies to New Zealand only, and Maori culture and implications for marketing research have been used in to cover this aspect.</p> <p>The new prescription has a higher weighting of 15 for LO1 that replaces LO2, and additionally covers the marketing research industry in New Zealand.</p> <p>It is recommended that new LO1 is reduced to 10%, and LO3 increased to 40%</p> | <p>choose to allocate 10 percent weighting for learning outcome one and adjust the weightings of the other learning outcomes.</p> <p>Agree. The weighting for learning outcome three was increased to 45 percent.</p> |
| | | |
| Learning outcome one | <i>Should anything be considered for inclusion or removal?</i> | |
| 1 | Good | |
| 2 | No | |
| 5 | <p>New LO1 certainly reads strangely, but requirements can be better understood by reference to assessment criteria, 1.4, 2.1 and 2.2 that have been retained and comprise the new LO.</p> <p>Assessment notes say ‘it is important to include latest technologies in marketing research’. It is unclear if this is part of LO1, or applies to LO2, or possibly both. It would be helpful to indicate what this statement means, preferably in the teaching notes. Is this data collection, such as CATI, CAPI and mobile technologies; or data analysis, data mining, modelling, supermarket scanner tracking; internet and web based surveys, or latest qualitative methods using neuroscientific research fMRI and MEG data, and netnography?</p> | <p>Agree. Learning outcome one was amended to ‘Students will evaluate legal, ethical, cultural and industry issues relevant to (a) marketing research project(s).</p> <p>The assessment note one refers to all learning outcomes.</p> <p>The assessment note three refers to all learning outcomes to encourage students to use statistical software eg SSAP, Excel. The statement is not limited to specific examples in order to be future proofed.</p> |
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| Learning outcome two | <i>Should anything be considered for inclusion or removal?</i> | |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Good | |
| 2 | No | |
| 5 | <p>Of major concern is the incorrect use of nomenclature in describing new LO2</p> <p>Contact methods are given as, personal, observational and experimental. In marketing research observation normally has no contact; indeed its great advantage is that there is no contact.</p> <p>‘Experimental’ is not a contact method, it is a type of research design.</p> <p>An appropriate heading is data collection methods.</p> <p>Research approaches (better called research design), will include experimentation (causal research) and descriptive: and cross-sectional and longitudinal research designs.</p> <p>Key elements missing under a) include defining the management decision/problem – the key to getting meaningful, actionable research.</p> <p>To get an understanding of the management problem a ‘research brief’ must be provided. This is omitted from LO2.</p> | <p>Agree. Key element d) was amended to ‘Data collection’.</p> <p>Agree. Key element a) was amended:</p> <ul style="list-style-type: none"> a) Marketing research objective: <ul style="list-style-type: none"> • problem and/or opportunity identification • research purpose. |
| | | |
| Learning outcome three | <i>Should anything be considered for inclusion or removal?</i> | |
| 1 | Good | |
| 2 | Possibly put more emphasis on internet based research. | |
| 5 | New prescription proposes requiring ‘at least five’ key elements of statistical analysis to be evident in the research report. Student should be familiar with all of | Agree. Key element a) was amended to ‘Statistical analysis, at least four of:’ |

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| | <p>the quantitative measures in (a), but it is unreasonable to require at least five are included in one report. The prescription does not seem to preclude a qualitative research project. The other statistical analyses given under (a) will be inappropriate for qualitative research, excepting, perhaps a frequency count.</p> <p>The terms ‘means of quantitatively analysing qualitative data’, is included again and is a key element. What is intended, what are these ‘means’? Some examples would help clarify.</p> <p>Most statistical analysis requires samples to be drawn at random. Chi-square analysis should be added to the list, as this is especially useful for determining whether differences are significant. Chi-square analysis can be used with all forms of scales given in key element 2(h) and is essential for analysis of cross-tabulations.</p> <p>It is recommended that cumulative percentage is added to the list of key elements of statistical analysis as it is of more use than percentiles when reading and interpreting tabulated survey research data.</p> | <p>Agree. ‘Qualitative analyses’ are now included in key element a).</p> <p>Agree. ‘Chi-square’ and ‘cumulative percentage’ are now added to key element a).</p> |
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