

Programme Document

Graduate Diploma in Business [GDBus]

Level 7, 120 Credits

Programme Reference and Version Number: [113593-3]

This programme leads to the award of the following qualification(s)

Graduate Diploma in Business (Level 7)

with endorsements in Human Resource Management, Marketing, Operations Management and Sales Management (Not Currently Offered). 120 Credits.

Qualification Reference and Version Number: [CA2383-3]

Prospectus Code: [CA2383]

School of Applied Business

Original Approval Date of Programme (Graduate Diploma in Business Studies): [December 2010]

Version 3: Type 2 Changes Programme Document [06 August 2020]

Version 3.3: Type 1 Changes: Programme Document [19 July 2021]

Version 4: Type 2 Changes: Programme Document [28 April 2022]

Version 5: Type 2 Changes: Programme Document [17 February 2023]

Version 5.1: Type 1 Changes: Programme Document [DDMMYY]

Version 5.2: Type 1 Changes: Programme Document [04 July 2024]

The electronic version of this document which is filed in Unitec's E-Academic Library is the definitive version.

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PROGRAMME FACTUAL SUMMARY



Mōhiohio pono Hōtaka | Programme Factual Summary

TERTIARY EDUCATION ORGANISATION (TEO) DETAILS

NZQA Reference No.	C43713
Name of TEO	Unitec Institute of Technology
Ministry of Education No.	6004

QUALIFICATION DETAILS

Qualification(s) Title (Incl. any endorsements, majors, specialisations or strands if applicable)	Graduate Diploma in Business (Level 7) with endorsements in Human Resource Management, Marketing, Operations Management and Sales Management.
Qualification(s) Number/Version	CA2383-3
Qualification Short Title	GDipBus
NZSCED Name and No.	080301 – Management and Commerce – Business and Management – Business Management
Qualification Level	7
Qualification(s) Credit value/range	120
Qualification Type (Certificate, Diploma etc.,)	Graduate Diploma / Graduate Certificate
Strategic Purpose Statement	<p>The purpose of the Graduate Diploma in Business is to provide students, who have already graduated with a degree or have extensive business experience, the opportunity to pursue further or focussed study in a well-established practitioner career path.</p> <p>The qualification will prepare graduates for career advancement or for employment in business at a management level in the specialisation of their endorsement. They will also have the ability to work both independently and collaboratively, communicate effectively with staff and professional colleagues and to use technology effectively to communicate and manage information. Advancement to higher levels of study at post-graduate levels is also an outcome of this qualification.</p>
Graduate profile	<p>Graduates of this qualification will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Be aware and respectful of the cultural mix of New Zealand, with a particular focus on the Māori perspective and the Treaty of Waitangi; 2. Be capable of participating as an independent and effective manager in a given business context; 3. Be capable of critically forming and expressing professional opinions that have relevance to business, and operate using analytical and ethical rigour; 4. Have as a priority his/her own ongoing learning and professional development; 5. Have experience of working collaboratively, and demonstrate the ability to perform a variety of roles in a team context, including a leadership role as appropriate; 6. Conduct self-directed study and pursue goals of scholarship, to discover reliable knowledge about business theory and practice.

Education pathway	This qualification leads to further educational opportunities in business. For example, graduates with an average grade of B or higher and three years' appropriate work experience are eligible for admission to Postgraduate Certificate, Postgraduate Diploma, or Master's level study in Business at Unitec.
Employment and/or community pathway	The Graduate Diploma in Business will create knowledgeable graduates with a wide range of competencies gained from previous qualifications or work experience. This combination will be an advantage to graduates and business. In general, the qualification prepares graduates for employment in business at a management level in the specialisation of their endorsement.
Review:	Last review: 2019; Next review: 2024
Approval date:	2010
Qualification developer:	Unitec Institute of Technology
PROGRAMME DETAILS	
Programme Name (Incl. any endorsements, majors, specialisations or strands if applicable)	Graduate Diploma in Business with endorsements in Human Resource Management, Marketing, Operations Management and Sales Management (Not Currently Offered).
Programme Level	7
Programme Credit Value	120
Programme Code	113593-3
Professional Recognition	N/A
Programme review:	Last review: 2019; Next review: 2024
OUTCOME STATEMENTS	
Programme Aim	<p>The purpose of the Graduate Diploma in Business is to provide students, who have already graduated with a degree or have extensive business experience, the opportunity to pursue further or focussed study in a well-established practitioner career path.</p> <p>The qualification will prepare graduates for career advancement or for employment in business at a management level in the specialisation of their endorsement. They will also have the ability to work both independently and collaboratively, communicate effectively with staff and professional colleagues and to use technology effectively to communicate and manage information. Advancement to higher levels of study at post-graduate levels is also an outcome of this qualification.</p>
Programme Outcome Statement (Graduate Profile)	<p>Graduates of this qualification will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. Be aware and respectful of the cultural mix of New Zealand, with a particular focus on the Māori perspective and the Treaty of Waitangi; 2. Be capable of participating as an independent and effective manager in a given business context; 3. Be capable of critically forming and expressing professional opinions that have relevance to business, and operate using analytical and ethical rigour; 4. Have as a priority his/her own ongoing learning and professional development; 5. Have experience of working collaboratively, and demonstrate the ability to perform a variety of roles in a team context, including a leadership role as appropriate; 6. Conduct self-directed study and pursue goals of scholarship, to discover reliable knowledge about business theory and practice.
Endorsement Grades (e.g., with Distinction)	Assessment in this programme uses both achievement-based and competency-based grading scales for courses.
Content Statement	The programme draws its content from Unitec's Bachelor of Business with which it shares its courses. The focus in the GDBus is on one of four academic disciplines: Human Resource Management; Marketing; Operations Management and Sales Management.
Entry Requirements	All applicants must meet three admission requirements:

	<p>a. Requirements for either general admission, special admission, or discretionary admission</p> <p>b. Any additional Programme specific requirements</p> <p>c. English language requirements</p> <p>General Admission To be admitted to this programme all applicants must be at least 16 years of age on the date of the programme’s commencement for the Sem in which they wish to enrol or provide a completed Early Release Exemption form, and meet the following requirements:</p> <ul style="list-style-type: none"> • A recognised degree or equivalent; or • A professional qualification in a relevant discipline; or • The ability to demonstrate competencies equivalent to a graduate from the above qualifications. <p>Special Admission Applicants must have:</p> <p>a. attained the age of 20 years on or before the first day of the Sem in which study for the programme is to commence; and</p> <p>b. provided sufficient evidence of aptitude or appropriate work or other life experience that would indicate a successful outcome in the qualification.</p> <p>Discretionary Admission In exceptional cases an applicant who does not meet the general admission requirements and who has not reached the age of 20 on or before the first day of the Sem in which study for the Certificate is to commence may apply for discretionary admission. In assessing whether to grant discretionary admission in exceptional cases, the primary focus will be on the applicant’s level of preparedness for study at the required level.</p> <p>Programme Specific Requirements To be admitted to this programme, all applicants must meet the following requirements in addition to the requirements set out above:</p> <p>a. Graduates of the Bachelor of Business from Unitec cannot be admitted to the Graduate Diploma in Business in the same specialisation (endorsement) in which they majored in the degree.</p> <p>b. Candidates seeking entry solely on the basis of industry experience will be required to demonstrate, in a written application, curriculum vitae and attestation from suitable referees, that they have substantial professional experience in activities related to their proposed course of study, and/or be able to demonstrate equivalent competencies.</p> <p>English Language Admission Requirements Applicants must have achieved a minimum standard of English as demonstrated by a minimum of 8 credits at NCEA Level 2 in English (4 in Reading, 4 in Writing).</p> <p>International applicants must also provide evidence that they have the necessary English language proficiency required for the Programme as demonstrated through the use of evidence of one of the kinds described in NZQA Rules on the Unitec English Language Requirements for International Students Web-page.</p>
Entry requirements - Key Information for Students (KIS) website	Candidates must meet the general, special or discretionary admission requirements, and meet the English Language entry requirements. Go to www.unitec.ac.nz for details.
ACCREDITATION DETAILS	
Type of Approval Sought	<input checked="" type="checkbox"/> Approval and Accreditation

	<input type="checkbox"/> Accreditation <input type="checkbox"/> Sub-contracting agreement		
Proposed Start Date:	Semester 2, 2024		
New programme or existing programme amended:	<input type="checkbox"/> New programme <input checked="" type="checkbox"/> Existing programme amended		
Brief summary of changes made (if Type 2 change):	Removal of level 5 compulsory courses for all endorsements and adding new level 5 compulsory course to endorsements. Removal of elective courses Changes to requisites Changes to Learning Outcomes		
DAS (unit or achievement standards) credits	N/A		
Unitec credits	120		
Total Programme Credit Value	120		
Delivery Mode	<input checked="" type="checkbox"/> Blended		
Delivery Methods	<ul style="list-style-type: none"> • Practical exercises and/or case studies • Interactive lectures • Engagement with technical and professional standards • Discussions and debates on current issues • E-learning and the use of Information Technology (including Moodle) • Learning journals, blogs, diaries • Tutorial and/or small group learning • Guest lecturers from business and accounting profession • Self-directed learning • Work based learning 		
To be run:	<input checked="" type="checkbox"/> Full time <input checked="" type="checkbox"/> Part time <input checked="" type="checkbox"/> Summer School		
Assessment Methods	<ul style="list-style-type: none"> • Business reports and / or research assignments • Group work – case-studies, research projects and/or presentations • Examinations and tests • Work based assessments • Peer and self-assessment • Article summaries and reflections • Portfolio • Reflective learning journals, blogs, diaries 		
Assessment standards	N/A		
Delivery sites	Mt Albert		
Student Type	<input checked="" type="checkbox"/> Domestic and international		
Nature of funding sought	<input checked="" type="checkbox"/> SAC		
Sub-contracting	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
PROGRAMME DURATION DETAILS			
Duration of the Programme		Minimum	Maximum
	Full time:	1 Years	8 Years
	Part time:	6 Years	8 Years
Number of Years	1 Year		
Duration: Total Weeks		Incl. Holidays weeks	Excl. Holidays weeks
	Full time:	39	32
	Per year:	39	32
Average Hours Per Week	Directed Hours	Work Experience Hours	Self-Directed Hours
	12		25.5
Total Learning Hours Per Week	37.5		

Total Study Hours	1200
Programme Learning Hours Per Year	1200
Work Experience Type & Expected Location	All Graduate Diploma in Business students have the opportunity to complete an approved placement of a minimum of 140 hours in the workplace within the parameters agreed with the sponsoring organisation and academic staff member. The process of negotiating the project/work placement will be overseen by the course co-ordinator.
TEC DATA REQUIREMENTS	
Provider Code	6004
Prospectus Code	CA2383
Qualification Award Codes	21
Student Destination	<input type="checkbox"/> more academically oriented - designed to lead to entry into advanced research programmes and professions with high skill requirements <input checked="" type="checkbox"/> more occupationally oriented - designed to lead to direct labour market access <input type="checkbox"/> designed to lead directly to the labour market
Status	Active
Funding Source	M
EFTS Value	1
Expected student intake	25
EFTS Eligibility	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
To be Approved for Student Loans and Allowances?	<input checked="" type="checkbox"/> Loans and Allowances <input type="checkbox"/> Loans Only <input type="checkbox"/> Neither
Teacher Registration	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
CONTACT DETAILS	
Contacts	<p>Contact 1 Malama Saifoloi Academic Programme Manager: School of Applied Business Unitec Institute of Technology Private Bag 92025 Victoria St West Auckland (09) 849 7030 msaifoloi@unitec.ac.nz</p> <p>Contact 2 Jackie Tims Lead, Programme Development and Management Te Korowai Kahurangi Unitec Institute of Technology Private Bag 92025 Victoria St West Auckland (09) 849 4321 jtims@unitec.ac.nz</p>

Programme Version Control

Version 1: Programme and Accreditation approved by ITPQ [09/12/2010]

Version 2: International English Language Requirements approved by NZQA [December 2016]

Version 3: Change to Blended Face to Face and On-Line Delivery Mode approved by NZQA [Month, Year]

Summary of Changes

The following changes have been approved for both the Bachelor of Business and the Graduate Diploma in Business for any courses that are shared between the two programmes.

Table 1: Summary of programme improvement and changes

Version No.	Date of Change	Approved by	Effective from	Courses	Description of change
2.1	20160916	PIC	Sem 2, 2016	BSNS5340 Marketing Fundamentals	Minor changes to assessments
2.2	20161011	PIC	Sem 1, 2017	BSNS5341 Human Resources Management	Changes to codes and course titles
				BSNS5350 Business Process Management	BSNS5341 Introduction to Human Resources Management
				BSNS6350 Business Process Improvement	BSNS5350 Introduction to Operations Management
				BSNS6351 Quality Management	BSNS6350 Operations Management
				BSNS7100 Advanced Marketing	BSNS6351 Managing Quality
				BSNS7140 Advanced Human Resource Management	BSNS7100 Marketing Strategy
				BSNS7350 Operations Management	BSNS7140 Applied Human Resource Management
				BSNS7373 Digital Marketing	BSNS7350 Applied Operations Management
				BSNS5390 Managing in Organisations	BSNS7373 Applied Digital Marketing
					Course name changed to BSNS5390 Managing in Organisation to Management Today and new Learning Outcomes adopted
				BSNS6340 Strategic Thinking for Managers	Minor changes to BSNS6340 Learning Outcomes be approved.
				BSNS7140 Advanced Human Resource Management	Course name changed to BSNS7140 Applied Human Resource Management with amendments to Learning Outcomes.
				ACTY5320 Law of Business Obligations	That changes to Learning Outcomes, Topics and Assessment Events for ACTY5320 be changed to update content to current industry standards
				BSNS6371 Business Research Methods	That the course name be changed to BSNS6371 Research Practice for the Graduate Diploma in Business with amendments to Learning Outcomes.
				COMM6501 Introduction to Communication Research	That BSNS6371 replaces COMM6501 in the Bachelor of Communication.
				BSNS6363 Digital Marketing	That BSNS6363 Digital Marketing be established as a new elective for the Graduate Diploma in Business

				BSNS7474 Social Media Marketing	That BSNS7474 Social Media Marketing be established as a new elective for the Graduate Diploma in Business and Graduate Diploma in Business
				BSNS7575 Search Engine Optimisation	That BSNS7575 Search Engine Optimisation be established as a new elective for the Graduate Diploma in Business and Graduate Diploma in Business
				BSNS6371 Business Research Methods BSNS6372 Buyer Behaviour BSNS5373 Advertising and Promotion BSNS5391 Innovation and Entrepreneurship	That pre-requisites for BSNS6371, BSNS6372, BSNS5373 and BSNS5391 be amended to align with changes made during 2015 and to tidy up anomalies.
2.3	20180615	PIC	Sem 2, 2018	BSNS6730 Leadership APMGNZ630 Leadership	Modification of assessments - nature of assessment of Assessment 1 is changed into "case study" from "short questions and answers"
2.4	20181214	PIC	Sem 1, 2019	ACTY5206 Accounting Applications	Change of name of an assignment from 'MYOB Assignment' to 'Assignment using accounting software'
				ACTY7209 Advanced Auditing	Minor change the Learning Outcomes in Assessment Structure
				ACTY7292 Financial Statement Analysis	Minor change the nature of the assessments and the learning outcomes in Assessment Structure
				ACTY7219 Industry Based Learning Accounting ACTY7419 Industry Based Learning Accounting ACTY7319 Industry Based Learning Finance ACTY7499 Industry Based Learning Finance BSNS7349 Industry Based Learning Human Resource Management BSNS7449 Industry Based Learning Human Resource Management BSNS7359 Industry Based Learning Operations Management BSNS7459 Industry Based Learning Operations Management BSNS7389 Industry Based Learning Marketing BSNS7489 Industry Based Learning Marketing	Change of name of course from 'Industry Based Learning' to 'Internship Based Learning'
				BSNS5390 Management Today	Change of weighting and number of assessments from four down to three
	20190121	PIC	Sem 1, 2019	BSNS5350 Intro to Operations Management BSNS 7340 Organisational Strategies ACTY6206 Accounting Information Systems	Minor changes to assessments Change the assessments from two to three Minor changes to assessment
	20190426	PIC	Sem 1, 2019	BSNS7474 Social Media Marketing	Minor changes to assessment description to meet changed industry requirements.
2.5	20190426	PIC	Sem 2, 2019	BSNS7162 Business Analytics	That the statistic assessments be combined into a single assessment.

				ACTY7201 Advanced Financial Accounting	That the assessments be re-aligned to learning outcomes to improve student understanding of the relationships of assessment elements.
				BSNS6340 Strategic Thinking for Managers	That the additional assessment information be added to the course descriptor to better inform students of the requirements.
	20190610	PIC	Sem 2, 2019	BSNS7676 Inbound Marketing and Marketing Automation	Minor changes to assessment
2.6	20191202	PIC	Sem 1, 2020	BSNS7100 Advanced Marketing	Change the description of the following assessment 3 to read: Team based Strategic Marketing Simulation game and Reflective Presentation.
2.6	20200217	PIC	Sem 1, 2020	BSNS7162 (Business Analytics)	Minor changes to assessments
3	20200806	NZQA	Sem 2, 2020	BSNS7389 IBL Marketing (15 credit) BSNS7349 IBL Human Resource Management (15 credit) BSNS7359 IBL Operations Management (15 credit)	Change to delivery mode from Face to Face only, to Face to Face and Blended. Correction of discrepancy in programme teaching hours from 50 to 37.5. Deletion of individual major specific IBL courses and replacement with a single option. Deletion of a number of elective courses that are no longer offered.
3.1	18/08/2020 20/09/2020	AAC NZQA	Sem 1, 2021	Programme change	Change to Blended Delivery Mode
3.2	11/02/2021	AAC	Sem 1, 2021	BSNS5340, BSNS6374, BSNS7100, BSNS7162	Minor changes to assessment, topics and learning resources
3.3	19/07/2021	AAC	Sem 2, 2021	BSNS6162, BSNS5401, BSNS6371, BSNS7474, ACTY5230, ACTY5320, ACTY5700 and ACTY6206	Minor changes to Assessment, Learning and Teaching, Resources, and topics
4.0		AAC NZQA	Sem 2, 2022	BSNS5341, BSNS5350, BSNS5340 BEBP5107	Removing compulsory courses BSNS5341, BSNS5350. BSNS5340 from endorsements and adding new compulsory course BEBP5107 Business Functions to HR, Operation Management and Marketing endorsements. Removal of elective courses Changes to requisites Changes to Learning Outcomes
5.0		AAC NZQA	Sem 1, 2023	BEBP5107	Removal of compulsory course BEBP5107 Business Functions from endorsements and adding new compulsory course BSNS5003 Business Functions to HR, Operations Management and Marketing endorsements
5.1		AAC NZQA	Sem 2, 2023	BSNS6100 Marketing Management. BSNS7100 Advanced Marketing Management, BSNS7162 Business Analytics, BSNS7340 Organisational Strategies	Minor changes to assessments and weightings.
5.2	04/07/2024	AACSC	Sem 2, 2024	BSNS7575 Search Engine Optimisation BSNS6363 Digital Marketing	Minor changes to assessments

			BSNS7474 Social Media Marketing	
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1. INTRODUCTION TO THE QUALIFICATION

This document outlines Unitec's capability and delivery arrangements for the Graduate Diploma in Business [GDBus] programme which leads to the Graduate Diploma in Business (Level 7) qualification, with endorsements in Human Resource Management, Marketing, Operations Management and Sales Management, (120 credits) [CA2383], with the aim of maintaining external accreditation.

The programme meets the definition as listed in the New Zealand Qualifications Framework (NZQF) Listing and Operational Rules. The level and credit value of the qualification to which the programme leads, meets the requirements in the qualification type definitions published in the NZQF.

The Graduate Diploma in Business was first approved by ITPQ in December 2010.

1.1 Background

Unitec first offered the Graduate Diploma in Business (GDBus) in 2011 and was designed to replace an existing Diploma in Management with its specialisations. A key driver for the development of this programme was the significant interest in, and demand for, a Graduate Diploma in Business from prospective international students. Demand in both the international and domestic markets exists amongst those who:

- 1) have completed a degree in another field of study (e.g. sport and recreation) and who now wish to complement this knowledge and/or move into a specialist management role; and/or
- 2) have developed extensive work experience and may be already managing people in a specialised field (e.g. health services) who now wish to complement that experience with a business qualification.

1.2 The programme

The Graduate Diploma in Business provides endorsements in Marketing, Sales Management, Human Resource Management, and Operations Management. The disciplines chosen for each endorsement underpin well established practitioner career paths and reflect areas of academic expertise and experience within the School of Applied Business.

The Graduate Diploma in Business employs the majority of its courses from Unitec's Bachelor of Business [CA2109]. The programme also aligns with the Bachelor of Business for delivery, resources, assessment and moderation, self-assessment, evaluation and review, and research.

The Graduate Diploma in Business targets those who have a degree in another field of study and/or those who have significant business work experience. This differs to the Bachelor of Business degree that targets those with no existing degree or significant work experience in the field of business. The Master of Business programme is sought by someone who has an existing degree or graduate diploma in business. The purpose of the Graduate Diploma in Business is therefore to broaden knowledge and skills of those already employed in business, and to develop business knowledge in graduates from other disciplines.

1.2.1 Unitec's Living Curriculum

The Living Curricula was developed by Unitec in 2009 in order to cement teaching and learning best practice within programme curricula in specific ways. The policy is meant to ensure that each programme, through its teaching activities, fully engages students in an active learning environment so that deep learning occurs. It also requires teaching practitioners to ensure students are actively engaging with each other in a learning community. The living Curricula is designed to produce proactive, forward thinking, self-reflective, critical and socially developed graduates.

The GDBus applies the principles of the *Living Curriculum*, Unitec’s philosophy of teaching and learning. This research-informed approach, which focussed on supporting students to become actively engaged with their learning, aligns with international best practice.

The 11 characteristics of the *Living Curriculum* seek to provide an opportunity for students to develop capabilities to deal with the complexity and uncertainty that is a feature of modern workplaces.

The characteristics of the *Living Curriculum* and their applicability in the context of the GDBus are described in Section 3 below.

1.2.2 Responsiveness to Māori

The Graduate Diploma in Business strives to develop graduates who are able to interact appropriately with cultures other than their own. The increasingly globalised nature of the business environment demands an awareness of and sensitivity to other cultures. In the New Zealand context an awareness of and sensitivity to Māori and Treaty of Waitangi issues is of central importance.

The concepts and principles of Mātauranga Māori form a strong holistic base for teaching and learning. The use of these concepts and principles is not limited to any one group of learners. Durie (1998) used the metaphor of Te Whare Tapa Wha (a strong house) to describe Mātauranga Māori in which the house represents the person: in this context, the house represents the learner. The house is used as a metaphor for good health and wellbeing. To achieve optimum health and wellbeing, each dimension (or “wall” of the house) should be healthy and well balanced. These dimensions are defined as:

- Taha Wairua – spiritual wellbeing (Do I believe I can do this course)
- Taha Tinana – physical wellbeing (Do I have the resources to do this course)
- Taha Whanau – social (family) wellbeing (Do I have the support to do this course)
- Taha Hinengaro – wellbeing of the mind (cognition, mental wellbeing) (Will I be able to cope with the demands of this course).¹

These are the principles that align the teaching in GDBus with the Te Whare Tapa Wha.

Te Noho Kohatitanga

Unitec is committed to creating an education environment that aligns with its obligations to *Te Tiriti o Waitangi/the Treaty of Waitangi*. The foundation of this commitment at Unitec is *Te Noho Kohatitanga* - a partnership document built on five principles, which are demonstrated in the GDBus in a number of ways.

- **Rangatiratanga (authority and responsibility):** Māori have authority over, and responsibility for, all teaching and learning relating to Māori dimensions of knowledge.
- **Wakaritenga (legitimacy):** all stakeholders have a legitimate right to be present, to speak freely in their own language, and to put their resources to use for the benefit of all.
- **Kaitiakitanga (guardianship):** Unitec accepts responsibility as a critical guardian of knowledge.
- **Mahi kotahitanga (co-operation):** all actions are guided by a spirit of generosity and co-operation.
- **Ngākau mahaki (respect):** the heritage and customs, current needs, and future aspirations of Māori and Pākehā are respected and valued.

The principles of Te Noho Kohatitanga also underpin the mātauranga Māori expression of the Living Curriculum, and the Māori Success Strategy. These two elements have an important role in

¹ Durie 1998 (Te Whare Tapa Wha)

programme development at Unitec, most significantly in the determination of content, pedagogy, and assessment.

2. TITLE, AIMS, LEARNING OUTCOMES AND COHERENCE

This section addresses programme approval Criterion 1 which presents evidence that demonstrates how the programme meets the definition published in the NZQF Listing and Operational Rules.

It also addresses programme approval Criterion 2 by describing the title, aims, stated learning outcomes and coherence of the whole programme to demonstrate that they are adequate and appropriate and that they meet the graduate profile and specification of the qualification as listed on the [New Zealand Qualifications Framework](#).

2.1 Title

The title of this programme is the Graduate Diploma in Business [GDBus]. This is a level 7, 120 credit programme.

This programme leads to the award of the Graduate Diploma in Business (Level 7) qualification, with endorsements in Human Resource Management, Marketing, Operations Management and Sales Management (120 credits) [CA2383].

2.2 Strategic purpose statement

The purpose of the Graduate Diploma in Business is to provide students, who have already graduated with a degree or have extensive business experience, the opportunity to pursue further or focussed study in a well-established practitioner career path.

The qualification will prepare graduates for career advancement or for employment in business at a management level in the specialisation of their endorsement. They will also have the ability to work both independently and collaboratively, communicate effectively with staff and professional colleagues and to use technology effectively to communicate and manage information.

Advancement to higher levels of study at post-graduate levels is also an outcome of this qualification.

2.3 Graduate profile

Graduates of this qualification will be able to demonstrate:

1. Be aware and respectful of the cultural mix of New Zealand, with a particular focus on the Māori perspective and the Treaty of Waitangi.
2. Be capable of participating as an independent and effective manager in a given business context.
3. Be capable of critically forming and expressing professional opinions that have relevance to business and operate using analytical and ethical rigour.
4. Have as a priority his/her own ongoing learning and professional development.
5. Have experience of working collaboratively and demonstrate the ability to perform a variety of roles in a team context, including a leadership role as appropriate.
6. Conduct self-directed study and pursue goals of scholarship, to discover reliable knowledge about business theory and practice.

2.3.1 Pathways

Education pathway

This qualification leads to further educational opportunities in business. For example, graduates with an average grade of B or higher and three years' appropriate work experience are eligible for admission to Postgraduate Diploma, or Master's level study in Business at Unitec.

Employment pathway

The Graduate Diploma in Business will create knowledgeable graduates with a wide range of competencies gained from previous qualifications or work experience. This combination will be an advantage to graduates and business. In general, the qualification prepares graduates for employment in business at a management level in the specialisation of their endorsement.

2.4 Programme structure

This Programme is structured to achieve the qualification outcomes. Its approaches to learning, teaching and assessment are embedded in components (courses) which are designed to form a coherent programme that demonstrates progression and integration of learning and assessment throughout, to meet the strategic purpose statement, outcome statement, and the level and credit value of the qualification.

The Graduate Diploma in Business is a 120-credit programme that employs courses that belong to Unitec's Bachelor of Business [CA2109]. It has a structure consisting of a mix of compulsory courses at Level 5, 6 and 7 as well as between one and three elective courses (dependent on the endorsement). The term 'elective courses' is used in this document to describe a course that is chosen from a prescribed list.

The programme delivery adapted Unitec's Living Curricula principles in 2013 which saw a shift to the integration of both face to face and blended learning. The aim is to use delivery methods that successfully achieve the programme aims, graduate profile and learning outcomes of individual courses whilst reflecting the characteristics of a Living Curriculum. Table 2 below matches the graduate profile capabilities for a student from the Graduate Diploma in Business against the core Level 5, 6 and 7 compulsory courses. The following explains the specific focus of the endorsements.

2.4.1 Endorsements

The programme aims to produce confident learners who will be able to engage in self-directed learning and advanced study. They will develop intellectual independence, analytical rigor, the ability to understand and evaluate new ideas and the ability to identify and respond appropriately to ethical issues in business at an undergraduate level.

Human Resource Management endorsement

The Human Resource Management endorsement provides an understanding of how organisations function and how to understand and interpret organisational strategy. Graduates will be able to understand and manage both staff and business relationships and to apply this knowledge in a manner consistent with the strategy of a business.

Operations Management endorsement

The Operations Management endorsement provides a sound understanding of business management and business improvement processes, operations and project management and international business. Graduates will be able to apply this knowledge to analyse and identify improvements to business processes and operations in a manner consistent with the strategy of a business.

Marketing endorsement

The Marketing endorsement provides knowledge of marketing theory and strategy, brand management, digital marketing and the planning of marketing. Graduates will have demonstrated the ability to apply this knowledge in a business environment or developed further specialised knowledge in selected areas such as buyer behaviour, advertising and service marketing.

Sales Management endorsement

The Sales Management endorsement provides knowledge of marketing theory and strategy, brand management, digital marketing and the management of sales. Graduates will have demonstrated

the ability to apply this knowledge in a business environment or developed further specialised knowledge in selected areas such as buyer behaviour, advertising and service marketing.

2.5 Programme courses

The Graduate Diploma in Business is made up of courses from Unitec's Bachelor of Business [CA2109]. Whilst there are no courses specific to this programme (an approach that is common across the sector), the Graduate Diploma in Business has its own identity enhanced through a range of student support mechanisms (see Section 4).

Programme courses have been designed using a constructive alignment approach with clear links between learning outcomes and activities and the graduate profile outcomes of this qualification in addition to those of the Bachelor of Business. Course descriptors for each course are in Appendix 2. Course details are provided through an overview mapping of courses to the Graduate Profile in the table below and a more detailed mapping which clearly demonstrates how the learning outcomes from each of the courses link to the Graduate Profile in the appendix of this document.

Course learning outcomes in this programme:

- are consistent with the programme aims;
- demonstrate how learners will achieve the graduate profile;
- are clear and specified for each component of the programme;
- are measurable and achievable;
- are integrated to provide a balanced and logical programme;
- are presented in a logical, progressive way that demonstrates learners' development of knowledge, skills, and attitudes.

2.6 Mapping course outcomes to the graduate profile

Table 2: Programme Core Courses mapped to Graduate Profile

GRADUATE PROFILE OUTCOMES	BSNS5003	BSNS 6100	BSNS 6342	BSNS 6350	BSNS 6373	BSNS 6374	BSNS 7100	BSNS 7140	BSNS 7162	BSNS 7340	BSNS 7350	BSNS 7575	BSNS 7015	Electives
Graduates will be able to:														
Be aware and respectful of the cultural mix of New Zealand, with a particular focus on the Māori perspective and the Treaty of Waitangi		✓	✓	✓			✓		✓	✓	✓	✓	✓	Various
Be capable of participating as an independent and effective manager in a given business context	✓	✓	✓	✓	✗	✓	✓		✓	✓	✓	✓	✓	
Be capable of critically forming and expressing professional opinions that have relevance to business, and operate using analytical and ethical rigour	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	
Have as a priority his/her own ongoing learning and professional development		✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	
Have experience of working collaboratively, and demonstrate the ability to perform a variety of roles in a team context, including a leadership role as appropriate	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	
Conduct self-directed study and pursue goals of scholarship, to discover reliable knowledge about business theory and practice	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	

Full mapping of individual Learning Outcomes to Graduate Profile Statements are located in Appendix 2.

3. PROGRAMME DELIVERY

This section addresses programme approval Criterion 3 by describing the how the delivery methods are adequate and appropriate, given the stated learning outcomes for the programme.

Information in this section demonstrates:

- the appropriateness of the programme's delivery modes (e.g. face-to-face, online/distance, blended);
- the appropriateness of the programme's delivery methods; and
- how academic integrity will be maintained through delivery.

It is important delivery methods do not place learners, staff, or the public at risk. The programme must identify any potential risks and demonstrate how they will be addressed. Delivery methods also need to include consideration of cultural safety and ethical practice.

3.1 Delivery modes

The programme delivery is consistent with the Bachelor of Business which blends face-to-face with web-based on-line learning (blended) delivery. These delivery modes have been chosen to meet the needs of students' learning in a context that is most appropriate for the discipline and subject matter of the Programme. The aim is to use delivery methods that successfully achieve the programme aims, graduate profile and learning outcomes of individual courses whilst reflecting the characteristics of a Living Curriculum.

The Graduate Diploma in Business targets students who have completed a degree in another discipline or who already have significant experience working in business. The significant emphasis on self-directed study with online support (characteristic of study at Level 7) is well suited to these students. As outlined in section 4, additional academic literacy support is available both inside and outside of the classroom.

3.2 Delivery methods

Methods of delivery are designed to challenge and encourage students to discover and apply knowledge, thus developing their own potential and contributing positively to the business world.

The delivery methods for the Graduate Diploma in Business are consistent with the delivery methods of the Bachelor of Business from which the courses derive. They represent a range of academic approaches to learning. Current educational theory indicates the importance of varied delivery methods/blended delivery in catering to different learning styles, deep learning and a Living Curriculum. The learning environment is enriched with complex conversations, enquiry and socially constructed activity. Delivery methods aim to lead to the graduate profile and develop the qualities and performance required of a professional accountant.

Table 3: Programme teaching and learning methods

	BSNS5003	BSNS 6100	BSNS 6342	BSNS 6350	BSNS 6373	BSNS 6374	BSNS 7100	BSNS 7140	BSNS 7162	BSNS 7340	BSNS 7350	BSNS 7575	BSNS7015	Electives
Practical exercises and/or case studies	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		
Interactive lectures	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Engagement with technical and professional standards			✓											
Discussions and debates on current issues	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓			
E-learning and the use of Information Technology (including Moodle)	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	Various
Learning journals, blogs, diaries										✓				
Tutorial and/or small group learning		✓					✓	✓	✓	✓			✓	
Guest lecturers from business and accounting profession	✓	✓	✓	✓	✓	✓	✓	✓	✓					
Self-directed learning	✓				✓					✓	✓		✓	
Work based learning													✓	

As illustrated in the table above, the programme uses a range of teaching and learning methods, which support students' development towards Graduate Profile Outcomes. The range of strategies adopted facilitate implementation of, and support for, the *Living Curriculum* and *Te Noho Kotahitanga*.

Practical exercises and case studies

Practical exercises and real life culturally appropriate scenarios and case studies provide opportunity for the application of business knowledge and skills, critical analysis and problem solving, enquiry and reflection. They also develop an appreciation of current issues and debates in the modern business world. By engaging with technical and professional standards, students learn to work in accordance with relevant current standards.

Interactive lectures

Formal teaching sessions are held where questions are posed and there is active student participation in the discussion of basic principles, concepts, models, methods and theories related to course content. Lectures may include real world examples and interactive conversations with visiting speakers. Lectures will include interaction in the classroom and may include break-out activities. There is strong emphasis on the development of intellectual independence, critical thinking and analytical rigour. Delivery of theoretical knowledge and skill through interactive lectures and tutorials is complemented by application in case studies, practical exercises, debates and self-directed learning.

Engagement with technical and professional standards

Students access technical and professional standards online and apply them to practical examples and business case studies. Delivery methods focus on engaging students with the technical aspects of the standards enhancing their literacy capabilities and interpretation skills.

Conversations, discussions, and debates on current issues

These provide opportunity for intellectual independence and critical thinking. Students are encouraged to explore and develop an appreciation of current issues in business and express opinions. This encourages curiosity and inquiry led learning.

E-learning and the use of Information Technology (including Moodle)

Throughout the programme students are exposed to a range of computer and communication technologies which are essential skills for graduates to work professionally and competently in their discipline area. The utilisation of technology in delivery aims to teach students to use and manage electronic business information and tools effectively.

The use of online learning tools and teaching and critical use of web resources are essential components of a reconceptualised approach to teaching and learning at Unitec. Embedding online learning facilities throughout the programme supports other forms of teaching. E-learning resources include:

Information resources and learning materials made available in course pages on the Moodle Learning Management System

Collaborative and peer learning are encouraged via the use of discussion boards, peer- or teacher-commented blogs for reflective learning

Creative use of web 2.0 tools for collaboration, information and portfolio purposes

Learning journals, blogs, and diaries

These learning tools are used to develop student reflective capacity and self-directed learning. Through methods of learning such as these, students practice intellectual independence and critical thought.

Tutorials, group conversations and collaborative learning

Group work develops team building experience and skills. Practical exercises, real life scenarios and case studies are often worked through in group situations facilitating opportunities to develop communication skills and group problem solving capabilities.

Tutorials and small group learning are designed to develop student capacity to critically form and express professional opinions in an accounting context. Current issues are used for discussion and debate to develop student ability to apply their accounting knowledge and skills at an advanced level with an appreciation of current issues and debates in the field of accounting.

Furthermore, the nature of the learning experience, where the student is encouraged to enquire, to be inquisitive, to reflect and to have input into their own learning prepares them to work more collaboratively, to be prepared to contribute and be more adaptable and resilient in the workplace environment.

Guest lecturers from business and accounting profession

These develop an appreciation of current issues and an understanding of practice-roles. Guest lecturers from business and accounting professions bring real life practice into the classroom. Visiting speakers are encouraged to illustrate knowledge, skill and challenges in the context of real-life issues and debates that exist in the current world of business.

Self-directed learning

Students are encouraged to take responsibility for their own learning. Independent study time is a built-in component of each course in the programmes. Directions are given and tools e.g. exercises, solutions, reading guides, and on-line collaborative tools are provided to assist students to develop their intellectual independence. There is also an expectation that students will preview and review classroom material.

3.3 Practical or work-based learning

Practical learning opportunities provide students the chance to apply learning to practice in a supported environment through Internship Based Learning.

Graduate Diploma in Business students may choose to undertake an approved placement in the workplace within the parameters agreed with the sponsoring organisation and academic staff member. The process of negotiating the project/work placement will be overseen by the course co-ordinator.

Students are given the opportunity to integrate their learning across their programme of study and to apply theoretical and practical business skills to an approved project and work objectives in industry. They are required to critically reflect upon the processes undertaken in completing the project and work objectives so as to inform their future personal and professional development.

An academic staff member is allocated to be the supervisor of the student and provide ongoing support. An initial onsite meeting will be held involving the academic supervisor the workplace supervisor and the student to clarify the obligations of each person. A second onsite meeting involving all three parties will take place towards the end of the IBL experience to complete the collaborative assessment. Academic supervisors will provide feedback on the student's learning journals, goals and project/work progress.

3.4 Delivery Sites

Unitec ensures that all delivery sites (including all off-site learning) remain safe and adequate for the programme of study provided, its staff, the number of students enrolled, and for meeting students' specific needs.

The GDBus is delivered at the following permanent site(s):

- Mt Albert Campus

3.5 The Living Curriculum

The GDBus applies the principles of the *Living Curriculum*, Unitec's philosophy of teaching and learning. This research-informed approach, which focussed on supporting students to become actively engaged with their learning, aligns with international best practice.

The 11 characteristics of the *Living Curriculum* seek to provide an opportunity for students to develop capabilities to deal with the complexity and uncertainty that is a feature of modern workplaces.

The characteristics of the *Living Curriculum* and their applicability in the context of the [abbreviated programme title] are described below.

- Unitec's **programmes involve complex conversations** between teachers, students, relevant industry or community partners, and other key stakeholders. These conversations challenge ideas and provoke new thinking.
- Teaching staff work to **stimulate learners' curiosity**, while ensuring inquiry serves as the foundation of students' learning experience.
- Unitec **programmes integrate learning with work**; workplace knowledge and practice is included as an implicit part of students' learning experience.
- **Knowledge is socially constructed**; self-sufficiency and collaboration are equally valued, and together they help nurture resourcefulness and resilience.
- **Programmes embed mātauranga Māori**; Māori concepts and perspectives are woven into the holistic learning experience.
- **Programmes blend face-to-face and online learning**, with each process offering a valuable contribution to the learning process.
- **Programmes are research-informed and encourage research-engagement**; there is a reciprocal relationship between research, teaching, and learning.
- As contemporary workplaces require an ability to work within and across disciplinary boundaries, **programmes have a discipline-base and are inter-disciplinary**.
- **Programmes develop literacies for life-long learning**, including digital, information, academic, and workplace literacies.
- **Programmes include embedded assessments** that are authentic, and both inform and contribute to the learning process, and students benefit from timely feedback.
- **Programmes consider issues of sustainability**, including environmental, social, economic, and other relevant sustainability issues.

The aim of the teaching in this programme is for the Living Curriculum characteristics to be evident in the course design, delivery and total learning experience for the student. In the GDBus, the living curriculum characteristics more specific to the discipline area include:

- self-sufficiency and collaboration are equally valued, and together they nurture resourcefulness and resilience
- conversations with self-critical self-reflection

These characteristics are an important match to the Graduate Profile in relation to effective communication and ability to work as a team, as well as in the graduate's ability to function effectively in a business environment. Self-reliance, motivation, and initiative are developed through a range of courses as is the ability to apply technical knowledge, manage resources and utilise technical knowledge.

The foundation courses in the Graduate Diploma in Business (all endorsement) provides evidence of a wide range of complex conversations. Embedded assessment, practice focused, research informed as well as active and responsive interaction with industry are areas of strength for these courses. The evidence of both sustainability and principles of Mātauranga Māori in these courses make them individually and collectively important in the delivery of a Living Curriculum programme.

The overall programme match to the Living Curriculum characteristics is broadened in a range of courses which provide evidence of both Mātauranga Māori and sustainability threaded through the curriculum. Collaborative work in assessment and socially constructed self-sufficiency are strengths across most courses in each discipline area.

Industry based Internship Learning (IBL) as an elective 15 credit component across all endorsements provides the opportunities for students to be educated in the workplace, to gain experience and to confidence as they complete their qualification. This course has particular strength in the self-critical self-reflective nature of the assessment through the use of learning journals, reflective blogs and a portfolio of work.

E-Learning technologies

E-learning tools for improved delivery and independent learning are actively operating within the Graduate Diploma in Business courses. Both teaching staff and students are improving e-learning activities by adopting in the new tools, undertaking professional development and with peer interaction in the continually changing platform of technology. These initiatives are directly in line with meeting the Graduate Profile for this programme.

E-learning technologies have been widely integrated across courses in the Graduate Diploma in Business with all courses using Moodle as a learning support system. Many courses are using e-book texts and resources. Professional development and teaching focus for staff on the Graduate Diploma in Business is to deliver to students who provide their own web device and can receive material, source information and interact within the lesson.

Technical knowledge

Acquiring disciplinary knowledge is a primary aim for students in Graduate Diploma in Business courses. Students' prior knowledge and experience is built on, and their resourcefulness is developed. Goals and expectation of both students and teachers are well discussed and are clear from the very start of the courses and programme. Strength in technology development and delivery are evidenced across all courses.

Courses in Management and Marketing, Employment Relations and Legislations provide technical knowledge on the legal requirements of employment in NZ, health and safety regulations feature in Business Process Management and Digital Marketing involves students gaining sound technical knowledge in marketing and social media.

Social and Ethnic Diversity

The cohort for the Graduate Diploma in Business is traditionally culturally and socially diverse. This is in common with the teaching environment in all of the courses offered in this programme. The classroom environment, including online conversations and collaborative work recognise, encourage and enhance the understanding and embracing of diversity. This diverse cultural teaching environment is seen as strength in the programme and opportunities are provided for a student's personal growth and development in this area.

Academic Literacies and Numeracy

Providing a supportive environment for diverse learning styles is practised across all courses in the Programme. Literacy needs are recognised with early assessment, both formative and summative, and addressed by lecturers within courses. The department provides and directs support with additional tutorials, with guidance from Te Puna Ako and by programme and discipline leads offering individual mentoring. With the expanding and diverse cultural cohort of students the school is totally committed in its on-going work to create a learning environment that honours and celebrates difference.

Professional development is made available on an ongoing basis by the school to assist lecturers with the assessment and development of both literacy and numeracy skills within each student cohort.

The combination of courses offered in the Graduate Diploma in Business expose students to a wide range of current skills, knowledge, literacies and practice. The progression of academic literacies is progressive from Level 5 to level 6 to Level 7. The graduate student is provided with the required background to develop their careers into discipline areas where they can become professional businesspeople.

Sustainability in the Living Curriculum

The courses presented and selected as part of the Graduate Diploma in Business represent a range of disciplines. Across this range of discipline courses there is a commitment to teach sustainable development concepts. Elements of economic and environmental sustainability are taught in a range of courses which deal with social, ethical and / or environmental sustainability. More generally the sustainability theme is embedded through the curriculum in all the Graduate Diploma in Business discipline areas.

3.6 Te Noho Kohatitanga

Unitec is committed to creating an education environment that aligns with its obligations to the *Treaty of Waitangi*. The foundation of this commitment at Unitec is *Te Noho Kotahitanga* - a partnership document built on five principles, which are demonstrated in the GDBus in a number of ways.

- **Rangatiratanga (authority and responsibility):** Māori have authority over, and responsibility for, all teaching and learning relating to Māori dimensions of knowledge.
- **Wakatitenga (legitimacy):** all stakeholders have a legitimate right to be present, to speak freely in their own language, and to put their resources to use for the benefit of all.
- **Kaitiakitanga (guardianship):** Unitec accepts responsibility as a critical guardian of knowledge.
- **Mahi kotahitanga (co-operation):** all actions are guided by a spirit of generosity and co-operation.
- **Ngākau mahaki (respect):** the heritage and customs, current needs, and future aspirations of Māori and Pākehā are respected and valued.

The principles of Te Noho Kotahitanga also underpin, the mātauranga Māori expression of the Living Curriculum, and the Māori Success Strategy. These two documents have an important role in programme development at Unitec, most significantly in the determination of content, pedagogy, and assessment.

Mātauranga Māori in the GDBus

This concept of Mātauranga Māori is reflected by lecturers in their teaching and in their complex conversations with students. Students are encouraged, stimulated and supported throughout their sixteen weeks of study. Students who are identified as having learning difficulties are assisted within the department and/or directed to Maia and the Pacifica Centre for further help.

In the delivery of courses for the Graduate Diploma in Business teaching staff meet with a diverse range of students. Teaching strategies are developed in the courses to meet the needs of the particular cohort of students. This falls into the Mātauranga Māori dimension in pastoral care. In Durie's (1998) concept of Te Whare Tapa Wha² which can describe group arrangements in which all dimensions are attended to and support learning. Our teaching team embrace this and strive to create a supportive learning environment for all students. Different instructional strategies are implemented in course delivery such as using mentor students to support other students in their study both in the classroom environment and outside of class.

² Durie 1998 (Te Whare Tapa Wha)

Introducing a Māori perspective into business courses is an area of priority. A range of courses address the historical view of commerce, the cultural and whenua as well as present day Māori business enterprise. Awareness of Māori language used in the business world is used and developed across many of the other courses.

4. PROGRAMME RESOURCES

This section addresses Accreditation Criterion 2 by demonstrating that the institution has the capability and capacity to support sustained delivery of the programme through appropriate academic staffing, teaching facilities, educational and physical resources, and support services.

This section:

- provides information on the resources needed for programme delivery;
- presents information about institutional resources in reference to how they impact on programme delivery and students' experience within this programme;
- illustrates how resources are comprehensive and sufficient for the programme Level;
- illustrates how resources are appropriate to the methods of delivery; and
- includes information on teaching staff (via a table outlining staffing), teaching and learning facilities, support services, and, where relevant, arrangements for work-based training.

4.1 Programme staffing

The Graduate Diploma in Business shares teaching staff with the BBus which is delivered by 19.5 FTE academic staff and a number of industry professional contractors. In addition, students are supported by support staff comprised of work-place supervisors, tutors, and administrative/support personnel.

Table 4: Programme teaching staff

Name	Qualifications	Teaching responsibilities
Lakshan Attanayake	PhD – University of Waikato MBA – University of Sri Jayewardenepura, Sri Lanka BBM – University of Kelaniya, Sri Lanka	Financial Accounting Auditing
Saman Bandara	PhD in Accounting, University of Canterbury, NZ MBA in Finance, University of Colombo, Sri Lanka BBM(Special) Degree in Accountancy, University of Kelaniya, Sri Lanka	Financial Accounting
Canan Ezel Sertkaya	Associate Degree – American Culture and Literature, Bilkin University Bachelors in English and American Studies, University of Vienna Master in Media and Cultural Studies, Middle East Technical University Doctor of Philosophy in Media, Film and Television, University of Auckland	Marketing
Alan Lockyer	Master's Degree in Management /International HRM (Massey University, Auckland) Post Graduate Diploma in Business Administration and Management (Massey University, Auckland) Bachelor of Business Studies (Double Major in HRM and Marketing); Unitec Institute of Technology, Auckland	Applied Human Resource Management Organisational Behaviour Employee Relations & Legislation Leading & Managing Change Employee Experience

Name	Qualifications	Teaching responsibilities
	NZ Diploma in Business (NZ Open Polytechnic, Lower Hutt). Post Graduate Certificate in Higher Education (Unitec Institute of Technology, Auckland) Specialist Level Certificate in Medical Microbiology Diploma in Medical Laboratory Technology (in Biochemistry and Microbiology)	
Craig Robertson	Master's in Business Administration (Executive), MT Eliza Executive Education, Melbourne Diploma in Industrial Relations, Victoria University of Wellington Diploma in Corporate Management, New Zealand Institute of Chartered Secretaries and Administrators (Governance New Zealand) and Victoria University of Wellington	Human Resources
Gayani Hewagama	Master of Science (M.Sc.) in Management University of Sri Jayewardenepura, Sri Lanka Bachelor of Science (B.Sc.) Degree University of Sri Jayewardenepura, Sri Lanka CIMA (Dip MA) Chartered Institute of Management Accountants, UK CPA Australia	Accounting
Nick Kearns	MSc (Hons) DipTchdg. Dip ITS	Design Thinking and Innovation
Rashmi Kotin	PhD – AUT MBA – Sikkim Manipal University, India MSc – Karnataka University, India	Project Management Operational Management Organisational Strategies
James Prescott	PhD (Accounting), Auckland University of Technology MCom (Hons), University of Auckland BComm, University of Auckland Certificate in Tertiary Teaching, Auckland University of Technology COP in Research Methods, Auckland University of Technology CPA	Financial Accounting Management Accounting Accounting Information Systems Internship
James Stewart	MCom (Hons) Economics, University of Auckland DipTchg, Teacher's Training College Auckland. BCom Economics, University of Auckland	Economics Business Finance Research Methods Research Project

Name	Qualifications	Teaching responsibilities
Malama Saifoloi	Master's Degree in Management from Massey University, Auckland Post Graduate Diploma in Business Administration and Management from Massey University, Auckland Bachelor of Business in Management (Operations Management) from Unitec Institute of Technology, Auckland	Academic Programme Manager
Nadesa Goundar	Master of Professional Accountancy PG Dip Accounting and Financial Management BA Accounting and Economics	Accounting, Management Accounting Taxation
Sanjeev Ranganathan	Bachelor of Commerce (Honours), India Post-Graduate Diploma in Management (Major Marketing), India. Master in Logistics Management (Australia) Certification: Prince 2 Foundation, (New Zealand) Entrepreneurship for Global Impact workshop series in association with Massachusetts Institute of Technology (MIT) (New Zealand)	Management, Logistics & Supply Chain Management Operations Management Internship
Arfian Zudana	PhD – Victoria University of Wellington MAB – Monash University, Australia UG ACCTY – Gadjah Mada University, Indonesia	Accounting Information Systems Auditing
Industry Professional Staff		
Barry Dowell	PDipBusAdmin, BBM, DipMgmt, NZDB	Digital Marketing
Dallas Rabot	University of Auckland: Bachelor of Arts – Film, TV & Media Studies Auckland University of Technology: NZ Diploma in Business SEOToolset: Certified Analyst Pure SEO: Head of Product	Search Engine Optimisation course
Joanne Long	LLB (Hons), University of East Anglia, England LLM (Hons), University of Cambridge, England	Commercial Law

In addition to the academic staff there is a strong team of technical staff supporting the School as a whole.

Staff development

In accordance with Unitec's policies, all teaching staff are required to develop professional development plans that provide an opportunity for staff involved with the programme to build their skills and knowledge.

4.2 Teaching facilities and physical resources

Teaching facilities and physical resources are designed to support the implementation and sustained delivery of the programme, in all modes of delivery.

The GDBus has put in place the necessary teaching facilities and physical resources required to support the delivery of the programme.

4.3 Library services

Candidates have access to Unitec's [physical and online libraries](#), which support the teaching, learning and research needs of the Unitec community, through its collection and resources, and its librarians, including dedicated postgraduate librarians.

Facilities

Unitec Library includes two physical libraries, as well as the online library. Each library provides access to individual and group study spaces, photocopiers, scanners, desktop computers and laptops.

Te Puna Library (Mt Albert) houses central library services and provides collections and services for a wide range of subjects. As part of a cutting-edge student hub, there are a wide variety of individual and group study areas, a teaching space, computers and laptops, and student printing services.

The Waitākere Library (Waitākere) provides collections and services for subjects taught at this campus, including health, medical imaging, nursing, and social practice. This library provides study spaces, computers and laptops, and student printing services.

Collection

The print collection is made up of over 100,000 books and 252 current journal subscriptions; the online collection provides access to over 300,000 e-books and full-text electronic journals.

The library's website provides access to:

- the library catalogue;
- bibliographic and full-text databases;
- information on research methods and guidance;
- subject pages for each specific subject area taught at Unitec, which directs students to find the most relevant databases and websites easily;
- the *Study Toolbox*, an area of the website that supports assignment writing and study skills; and
- the *Unitec Research Bank*, an online open-access digital repository for Unitec-produced research and theses.

Links to databases and/or specific articles can be embedded into Moodle™ courses or other learning platforms; all electronic resources the library subscribes to can be accessed by staff and learners using their PeopleSoft login.

Applied Business collection

There are more than 20,000 books directly related to Business, Management and Marketing in the Unitec Library. The collection is current and well-maintained. About 80% of the book collection in these subject areas is now available online. These collections are complemented by comprehensive research methodology and sociology collections, and smaller psychology, and political collections.

Relevant journal collection

The library has access to more than a thousand online journals covering the subjects of Business, Management and Marketing. The print journal collection is small, with around 40 titles as the library prefers to provide access to journals online, giving students access at all times.

Library services

Unitec's library provides a professional, efficient service to its users, helping students become information-literate. Librarians provide students and staff with research support, and can be contacted in person, via telephone, e-mail, or instant messaging.

Each programme has a Subject Librarian who works with academic staff; they are responsible for collection development and providing research and information support to students.

Students and staff can access all books, audio-visual materials, and journals across the four sites. The library offers a free delivery service of books, journal articles, and book chapters to all learners who live outside Auckland. An inter-library loan and document delivery service is also available to all staff and postgraduate learners.

4.4 Information Management Systems

The following information technology services are employed to support delivery of this programme:

Student Application and enrolment Management	Students need to be able to apply for the programme online. This will be done through the www.unitec.ac.nz application portal and be captured and processed via the Unitec PeopleSoft Student management system (PeopleSoft).
User Access Control to Unitec learning applications and systems	Student accounts will be setup and managed centrally by Unitec with each student receiving a secure individual username and password. By default all staff and students will be assigned an account in the student email system. All staff and students are allocated 1TB of space in their OneDrive @ Unitec NZ.
Unitec Student Self Service	myUnitec Secure Services available to students to manage their personal Unitec information: MyProfile – View and edit your personal information. MyFiles – H: drive folders (Staff see this as J: drive). Policies and Procedures. Student Self Service – View your enrolments and grades.
Access to Computer Technology	Computer labs are onsite at Unitec Campus locations available for students to use to access and complete course material.
Unitec Wireless	Wireless access points provide wireless coverage in most areas at all Unitec campuses (Mt Albert & Waitakere). Unitec students and staff can connect personally owned laptops to the wireless network and take advantage of Internet connectivity, e-mail and a range of applications on the Unitec network. Unitec has two wireless networks for students, UNITEC-ELEARN (recommended) and UNITEC-HOTSPOT.
Online Learning Systems	The delivery of the course content will be through the Unitec Moodle Learning Management System.

	This will be augmented with moderated online meetings and breakout rooms using Zoom, and other online platforms such as Peerwise.
Record of learning	The student record of learning will be stored in Moodle for course content and assessment submission, Mahara for learning portfolios and PeopleSoft for achievement and grade data.
Specific software requests	As required
Specific Hardware requests	As required

Information Management Systems Impact Statement

Impact Description	Level of Impact (H/M/L)	Mitigation
Students do not have their own computers at home to access online material	High	Unitec has computer labs available for students to provide computer access. The labs are available during open hours.
Students are not able to make best use of the online systems due to lack of training and or support	High	Student Support, orientation, course tutors and coordinators. Students will be provided with advice on how to better support themselves when off-campus, including resources for self-directed learning of IT skills.
Students require assistance outside standard support hours	medium for the off-site students	Course tutors and coordinators.

4.5 Student guidance and support

Unitec provides a number of [guidance, support systems, and facilities for students](#).

Student support team

The Student Support Team is comprised of four student support services detailed below.

Learning and achievement

The **Access4Success Disability Service** works in partnership with students with disabilities to identify strengths and potential barriers to learning and participation at Unitec. They provide resources such as:

- note-takers;
- NZ Sign Language interpreters;
- digital recorders;
- reader/writers for exams;
- processing of exam accommodation requests such as extra time and/or separate rooms; and
- Access Co-ordinators who can advocate on behalf of students and liaise with academic staff and other internal and external support networks.

Learning Advisors (General, Māori, and Pacific) provide academic support to students in Te Puna (the centralised student hub), Puukenga, and the Pacific Centre.

This team provides services to students to strengthen a wide range of academic study skills, including:

- academic writing;
- language development;
- maths calculations and statistics;
- physics and chemistry;
- referencing;
- critical thinking;
- time management;
- spelling and punctuation; and
- specialised post-graduate skills.

Services can be accessed via self-help resources on the Study toolbox, small group and/or one to one appointments in person or via Skype™, e-mail, or phone, scheduled workshops and workshops-on-demand.

Student development

The **Career Development Team** provides a service to help students develop good employability skills, become job ready, and develop the skills needed to effectively manage their careers. These services are available while students' study (to help them take advantage of opportunities throughout the study year), when they graduate, and as they transition into employment.

They run workshops throughout the year on topics including CV development, interview preparation, and personal brand, and also provide one-to-one career guidance appointments.

To supplement these services, a range of career resources are available online for students via the career's website, Moodle™, and social media platforms.

Student well-being

Multi-faith **Chaplaincy Services** provide spiritual reflection, prayer, and personal support.

Confidential **support and counselling services** support learners with concerns about their study and/or personal matters. Accessed through the Mt Albert campus at Te Puna Waiora or at Waitākere campus by appointment.

The **Student Health Centre** provides access to affordable and comprehensive health, well-being, and medical services for students, accessed through the Mt Albert campus at Te Puna Waiora.

Student Support advisers are a key connection point for students to the range of support services available to them. They are available for social support and pastoral care for students managing the demands of study alongside other commitments. This team has responsibility for the delivery of the Youth Guarantee programme and also administer financial support to students in the form of hardship assistance, scholarships, and study grants.

Student engagement

These services cover:

- Unitec scholarships and awards;
- the Student Complaints Resolution;
- the Graduation Team; and
- co-ordination of Student Advocacy Services delivered through Kāhui Tū Kaha.

Unitec promotes and supports positive and proactive student engagement through student clubs, societies, and sports groups, as well as **Experience NZ** activities tailored to International students.

In addition, Unitec funds student-led initiatives and Student Job Search Services via the Unitec Student Council.

An independent student advocacy service is provided by Kāhui Tū Kaha, a Ngati Whatua organisation that provides mental health/social support services in the Auckland region. Student advocates

provide a safe place for Unitec students to discuss and find resolution to any concerns, complaints, or issues that are impacting their studies.

Māori student services

Provided for Māori learners, these services promote and maintain an awareness of Unitec's *Māori Strategy* and *Te Noho Kotahitanga*. The services provided are embedded in Unitec's *Student Experience Services* and are delivered from the Te Puna Student Centre, Puukenga building, and Te Noho Kotahitanga Marae. Services include:

- general information;
- academic learning support, including one-to-one, small-group, and workshop sessions;
- specific social and cultural support for Māori learners and their whānau;
- study space, computer support, and kai space;
- course advice for new and prospective learners and enrolment advice for new learners;
- the Whai Ake Māori mentoring programme;
- assistance with the acknowledgement of prior learning applications;
- financial advice, including assistance with student loans and allowances, and Māori grants and scholarships; and
- advocacy services and administration (including advice and referrals to all Unitec support services).

The **Māori Student Services Team** works closely with Unitec's Schools and other operational support services.

While Māori Student Services are particularly oriented toward Māori, the philosophy is integrated into the wider Student Experience service provision strategy.

Pacific Centre

This centre provides a number of services at Unitec, including:

- a Pacific Orientation for first-year Pacific learners;
- a Fanau Evening that encourages learners to bring their families onto campus to meet staff and learn more about their family member's course of study;
- an end-of-year celebratory dinner for graduates and their families; and
- computers and study spaces which can be used by learners for self-directed study and learning.

The **Pacific Centre** works closely with the **Student Experience Team** and, in particular, the Pacific Academic Development Lecturers and Student Support Advisors. Both teams can be made available at the Pacific Centre if required.

International

Unitec's **International Office** has a 'one-stop-shop' model that includes:

- marketing and recruitment of international learners;
- developing and maintaining institutional partner and agent relationships;
- running a student-exchange programme;
- handling enquiries and assessing applications for entry;
- setting international tuition fees;
- processing student visas and, where applicable, post-study work visas;
- advising on insurance; and
- running a bi-annual international orientation.

This team is also a signatory to the Education ([Pastoral Care of Tertiary and International Learners Code of Practice 2021](#)).

Student Central

Student Central shop fronts are located across both Unitec campuses and are there to assist prospective and current learners with their enquiries – from first enquiry to graduation and beyond.

Each centre has the capacity to issue ID cards, and the Mt. Albert campus also has cashiering facilities.

5. ASSESSMENT AND MODERATION

This section addresses Programme Approval Criterion 6 by presenting evidence that assessment methodology is fair, valid, consistent and appropriate, given the stated learning outcomes, and there is an effective system for moderation of assessment materials and decisions.

It also addresses Accreditation Criterion 1 by demonstrating how the institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.

This section includes an explanation of:

- the programme's assessment rationale;
- what the programme places value on;
- how standards of achievement will be maintained;
- how assessment schemes/schedules have been developed and how they are appropriate for the programme;
- how assessment planning will occur; and
- how, in particular, Objectives 3 and 5 of Unitec's Māori Success Strategy have been realised in developing assessment strategies for this programme.

5.1 Assessment

Assessment practices adhere to Unitec's *Assessment, Moderation and Grades Policy*. This policy mandates that:

- all Unitec programmes employ appropriate assessment and feedback practices that enhance the quality of student learning and evaluate achievement;
- assessments will be consistent with the requirements of the *Academic Development and Approval Policy*;
- will be fair, valid and consistent; and
- utilise transparent processes.

Over time, it is anticipated that programme feedback and course/student evaluations will result in refinements to assessment methods and events.

In addition to this policy, a network of policies and procedures attached to Unitec's *Academic Statute* (including the *Programme Regulations*) is used to guide and address issues of:

- appeals;
- assessment criteria;
- content;
- estimation;
- extra time;
- information;
- marking turn-around;
- scheduling; and
- supervision.

Working within the statute and relevant policies, procedures and regulations allows teachers to assess students' progress in a way that is fair for students and that can adequately measure learning. Assessment approaches and tools are designed to be diverse and responsive to students' preferred learning and teaching styles³.

³ Unitec Institute of Technology (2016). *Learning and Teaching at Unitec Institute of Technology, New Zealand*.

The assessment process is designed to:

- evaluate the achievement of the programme aims and objectives;
- assess students' capabilities in a fair, valid, and reliable manner;
- stimulate and enhance learning;
- provide students with feedback regarding their own learning for and developmental purposes; and
- evaluate students' achievement and the demonstration of specified learning outcomes.

5.2 Assessment in the Graduate Diploma in Business

Assessment in this Programme is consistent with the Bachelor of Business and is governed by Unitec's Assessment and Grading Procedures and Regulations.

5.2.1 Assessment basis

Assessment in this programme uses both achievement-based and competency-based grading scales for courses.

Internship Based Learning courses are competency based. Students must achieve all of the outcomes in competency-based assessment in order to pass those courses.

All other courses are achievement based using an 11-point grading scale. Students must obtain at least 50% overall score in order to pass that course.

In order to achieve a passing grade for a course in which there is a final examination, a student must achieve a mark of at least 40% in the final examination for that course.

5.2.2 Assessment methods

The assessment methods in the GDBus are consistent with the delivery of the Bachelor of Business which employs both formative and/or summative tools. Each method identified may be utilised to assess theory and/or practical/clinical applications. The table below show the matrix of methods that are used across the GDBus.

Table 5: Programme assessment methods

	BSNS5003	BSNS 6100	BSNS 6342	BSNS 6350	BSNS 6374	BSNS 7100	BSNS 7140	BSNS 7162	BSNS 7340	BSNS 7350	BSNS 7370	BSNS 7575	BSNS7015	
Business reports and / or research assignments	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Various
Group work – case-studies, research projects and/or presentations	✓	✓	✓			✓	✓		✓	✓	✓	✓		
Examinations and tests			✓			✓		✓						
Work based assessments					✓		✓				✓	✓	✓	
Peer and self-assessment	✓	✓	✓						x		✓		✓	
Article summaries and reflections									✓					
Portfolio	✓				✓								✓	
Reflective learning journals, blogs, diaries									✓				✓	

x represents formative assessment, ✓ represents summative assessment

As illustrated in the table above, the programme uses a range of assessment methods, which support students to provide evidence of their learning achievement and their development towards achievement of the Graduate Profile Outcomes. The range of strategies adopted facilitate implementation of, and support for, the *Living Curriculum* and *Te Noho Kotahitanga*.

Business reports and research assignments

Written reports, assignments, and research reports provide students with opportunities to develop academic literacy, written communication skills, and research capability. These types of assessments encourage student curiosity, inquiry and stimulate thinking. Where possible written assessments are practice focussed. These assessment tasks encourage conversations leading to deeper insight and understanding of contemporary business issues.

Group case studies, research projects and presentations

Group case studies and research projects provide robust opportunity for student collaboration. These assessments are excellent for building teamwork, leadership, negotiation and organisational skills. Group work provides students with opportunities for learning through conversation and inquiry. Group presentations improve students' confidence in public speaking and fluency in spoken English.

Examinations and tests

Tests and examinations provide opportunities for students to demonstrate their knowledge and practical skills, as well illustrate their ability to express ideas in a concise written format. Examinations and tests may be practical, written or e-based. The questions can be short, multiple choice, essay-type, practical exercises in a closed or open-book situation. Whilst examinations are generally held at the end of a course, tests are normally completed during a course so that feedback can be provided to students on their progress.

Peer and self-assessment

Peer and self-assessment reflect both the contexts in which graduating students will work and the practices of working independently and in collaborative teams. They allow for student input into the curriculum via conversations about what learning and assessment mean, how to critique, the validity and authenticity of criteria for assessment. They promote the development of skills in reflection and critique and, where employed, will be carried out with agreed and explicit criteria e.g. students present to the class as a group and answer questions raised by the lecturer and peers.

Article summaries and reflections

Summaries provide students with opportunities to develop academic literacies written communication skills, and research capability. These types of assessments stimulate student thinking, curiosity and inquiry. Formative feedback will include lecturer and peer conversations conducted in the classroom and electronic media.

Reflective learning journals, blogs, diaries

Reflective writing provides personalised records of learning that demand some reflection as well as organisational self-discipline. Formative feedback may include tutor, peer and self-assessment as appropriate. Students engage in conversations with their lecturer regarding recent entries in the student's journal and feedback is given to further develop the student's reflective abilities. The student identifies and describes significant issues/situations in practice (the student may be guided by the lecturer), and the student is encouraged to explore responses, perspectives, consequences, feelings and possible actions based on knowledge and learning.

5.2.3 Assessment of work-based learning

Work-based learning features in this programme, and assessment is designed to verify outcomes gained in a practical environment that is outside of the classroom.

Work based assessments / portfolio

The intention of work-based assessment is to encourage reflection-in-action and reflection-on-action because students experience the complexity of real-world situations, encounter real life problems, explore solutions, receive feedback and evaluation and reflect on their learning. They are offered the opportunity to use their skills and knowledge to make a valuable difference in a real company.

The purpose of a learning portfolio in a work placement is for students to review and reflect on their performance and experience. Professional learning goals at the beginning of the work placements are reviewed on and reported on in the portfolio. For example, it may provide evidence of project work, personal and professional reflection of knowledge and learning. In the Graduate Diploma in Business this type of assessment is undertaken by students in the Internship Based Learning (15 credit) course.

5.3 Feedback

Learners are provided with fair and regular feedback on progress and fair reporting on final achievements in accordance with Unitec Policy and Procedure. Teaching staff contributing to the programme strive to provide constructive feedback in a timely fashion. Typically, such feedback is provided in writing with students' individual assessment submissions. However, common errors or themes may be discussed in class or presented via the course Moodle™ site.

5.4 Course workload

Teaching staff are responsible to ensure students' workload is spread evenly across a Semester. This is co-ordinated through the use of an assessment planner, completed at the start of the academic year as part of the moderation process. The assessment planner ensures assessments are spaced so that a cohort of student's hand in no more than one summative assessment in a given week. An additional strategy for mitigating work-load risks is the use of assessment events that assess multiple learning outcomes.

To ensure students can plan and prepare appropriately, they are provided with information about the assessment requirements for each individual course at the start of the Semester. This information explicitly identifies due dates for assessment events, as well as supporting details (for example, assessment schedules). In addition, students are provided with an overall or larger assessment 'map' that illustrates the timing of assessment events across courses in a given Semester.

5.5 Assessment in Te Reo Māori

All students have the right to submit any summative assessment task in Te reo Māori. The process for submission of summative assessment work in Te reo Māori is governed by the Unitec Assessment in Te Reo Māori procedure and detailed in course material.

5.6 Assessment moderation

Unitec's *Moderation of Assessment Procedure* requires internal and external moderation of summative assessments in all Unitec programmes that lead to the award of a formal qualification. Moderation is defined as the review processes used to assure the quality of summative assessments.

The purpose of moderation is to provide the learners and stakeholders assurances that assessment practices have produced credible results.

Moderation is a process of independent peer/stakeholder review of summative assessment material and judgements. It is designed to ensure assessment:

- is consistent, fair, valid, and reliable;
- items assess the appropriate learning outcomes and match information provided to learners at the beginning of the course;

- events are consistent with the teaching, learning, and assessment philosophy of the programme;
- is based on the approved achievement criteria specified in the programme and described in the *Programme Regulations*; and
- procedures are managed effectively and applied fairly.

Furthermore, moderation adds value to qualifications by providing assurances they are credible, while adding value to teaching and learning by providing teachers with feedback on where and how to improve assessment practices.

The outcomes of moderation are reported in the annual *Programme Evaluation Plan* (see section 8.3.1).

Moderation includes:

- a Moderation Plan;
- an External Moderation Report;
- pre- and post-event Internal Moderation Checklists; and
- the programmes' response to the *External Moderation Report*.

Moderation is completed in accordance with the *Moderation Plan* which is overseen by the Programme Academic Quality Committee.

5.6.1 Internal moderation processes

Responsibility for internal moderation lies with an internal staff member recognised as having expertise in assessment within the discipline area of the relevant course.

Pre-event moderation

All courses are subject to internal moderation of all summative assessment items.

The Academic Programme Manager, in discussion with the Head of Schools, will include a list of moderators in the programme's *Moderation Plan* at the start of the year. Each course is allocated an internal moderator, who completes the *Internal Moderation Checklists*.

Pre-event moderation activities will ensure assessment items are clear, accurate, appropriate for the course-level, and meet the course learning outcomes associated with each assessment item.

Post-event moderation

Post-event moderation, which involves completion of a checklist, is performed on all assessments for each course.

Using a sample of assessment scripts, the moderator reviews judgements made about students' work; moderators review assessments with the highest, middle, and lowest marks.

Post-event moderation is used to check the consistency of assessors' marking decisions, and to recommend any changes to an assessment that may improve its validity, authenticity, and consistency.

5.6.2 External moderation processes

Courses are subject to regular external moderation by an independently nominated peer and/or stakeholder.

Typically, each course will undergo external moderation at least once every three years; selected courses may, however, be moderated annually if internal moderation identified a concern or negative student feedback indicates this step to rectify course issues.

The moderator is supplied with:

- the programme's Graduate Profile;

- course details;
- a range of assessment samples;
- assessment marking schedules; and
- any additional assessment information provided to students.

The external moderator will examine the:

- suitability of tasks;
- extent to which assessment tasks align with the learning outcomes, course content, and the programme’s Graduate Profile;
- fairness, consistency, and appropriateness of judgments made about students’ work;
- value of feedback for learners; and
- the extent to which feedback enhances and promotes learning.

External moderation for the GDipBus is included with processes established for the BBus and are undertaken by a range of qualified teachers from a range of appropriate Tertiary Teaching Organisations (TTO).

Table 6: Moderation planning

Course	Pre-moderation	Internal post-moderation	External moderation	Moderator
All Courses	Prior to each delivery	Prior to grades approval following each delivery	End of first delivery of each course or following any change to assessment Then each course on a three-year cycle	Qualified teachers from a range of appropriate TTO’s.

Specific detail of moderation will be outlined in the Annual Moderation Plan developed and approved by the Programme Academic Quality Committee.

Each Programme Academic Quality Committee maintains a three-year schedule of moderation for each Programme that it is responsible for. The ongoing moderation plan for this programme is available on request.

5.7 Assessment of Prior Learning (APL)

In accordance with Unitec’s *Assessment of Prior Learning Procedure*, current and/or prospective students may apply to complete the programme or individual courses under Assessment of Prior Learning (APL); this refers to the process of evaluating informal or non-formal learning or evaluating evidence of formal **and** informal learning. APL is available for all courses in this Programme.

Students seeking to apply for APL may contact the Academic Programme Manager, who leads the APL process, for general or specific enquiries.

Upon enquiry, prospective students will be provided information around the:

- costs associated with the process;
- methods used during APL, including the type of evidence required; and
- process timelines.

As described in the *Assessment of Prior Learning: Student Guidelines*, students are encouraged to discuss the course(s) they are intending to apply for under APL, to ascertain whether or not the process will be suitable for them.

Students seeking to apply for courses under APL will be required to provide evidence that demonstrates prior learning of skills and/or knowledge specified in individual course learning outcomes.

Once received, evidence submitted by students is assessed by the Delegated Academic Authority against the programme's Graduate Profile Outcomes and the learning outcomes of the specific course(s) students are applying for under APL.

6. PROGRAMME REGULATIONS

Graduate Diploma in Business [GDBus]

To be read in conjunction with Unitec's Academic Statute and associated Policies and Procedures.

These programme regulations apply to the Graduate Diploma in Business [GDBus] which leads to the Graduate Diploma in Business (Level 7) qualification, with endorsements in Human Resource Management, Marketing, Operations Management and Sales Management, (120 credits) [CA2383-3].

These regulations come into effect from Sem2 2024.

1. Ngā Ture Hei Whakaurunga | Admission Requirements

Admission Requirements comply with Unitec's Admission Requirements Guidelines.

To be eligible for admission to this programme, all applicants must meet three admission requirements:

- a. Requirements for either general admission, special admission, or discretionary admission
- b. Any additional Programme specific requirements
- c. English language requirements

1.1 Whakaurunga Whānui | General Admission

To be admitted to this programme all applicants must be at least 16 years of age on the date of the programme's commencement for the Sem in which they wish to enrol or provide a completed Early Release Exemption form, and meet the following requirements:

- A recognised degree or equivalent; or
- A professional qualification in a relevant discipline; or
- The ability to demonstrate competencies equivalent to a graduate from the above qualifications.

1.2 Whakaurunga Motuhake | Special Admission

Applicants must have:

- a. attained the age of 20 years on or before the first day of the Sem in which study for the programme is to commence; and
- b. provided sufficient evidence of aptitude or appropriate work or other life experience that would indicate a successful outcome in the qualification.

1.3 Whakaurunga Kōwhiringa | Discretionary Admission

In exceptional cases an applicant who does not meet the general admission requirements and who has not reached the age of 20 on or before the first day of the Sem in which study for the Certificate is to commence may apply for discretionary admission.

In assessing whether to grant discretionary admission in exceptional cases, the primary focus will be on the applicant's level of preparedness for study at the required level.

1.4 Whakaurunga Tautui | Programme Specific Requirements

To be admitted to this programme, all applicants must meet the following requirements in addition to the requirements set out above:

- a. Graduates of the Bachelor of Business from Unitec cannot be admitted to the Graduate Diploma in Business in the same specialisation (endorsement) in which they majored in the degree.
- b. Candidates seeking entry solely on the basis of industry experience will be required to demonstrate, in a written application, curriculum vitae and attestation from suitable referees, that they have substantial professional experience in activities related to their proposed course of study, and/or be able to demonstrate equivalent competencies.

1.5 Whakaurunga Reo Pākehā | English Language Admission Requirements

Applicants must have achieved a minimum standard of English as demonstrated by a minimum of 8 credits at NCEA Level 2 in English (4 in Reading, 4 in Writing) or equivalent.

International applicants must also provide evidence that they have the necessary English language proficiency required for the Programme as demonstrated through the use of evidence of one of the kinds described in [NZQA Rules](#) on the Unitec [English Language Requirements for International Students](#) Web-page.

<p>2. Paearu Kōwhiri Tukanga Selection Criteria & Process</p> <p><i>Selection Criteria and Processes comply with Unitec's Admission Requirements Guidelines.</i></p>	<p>2.1 Paearu Kōwhiri Selection Criteria When the number of eligible applicants for admission exceeds the number of places available, the following selection criteria will be applied:</p> <ol style="list-style-type: none"> hold academic qualifications in excess of those stated; have work, or other experience, relevant to the courses in the programme; can demonstrate a strong commitment to succeed on the programme. <p>Applicants who meet the maximum number of listed criteria will be the preferred candidates</p> <p>2.2 Tukanga Kōwhiri Selection Process Selection will be made by Unitec staff members with the delegated authority to offer places to applicants. These staff members will select students on the basis of written information supplied on the enrolment form. At the discretion of the staff members, an interview (face-to-face or electronic) may be required. A list of delegated staff members is maintained by the Programme Academic Quality Committee (PAQC) responsible for the programme.</p>																																								
<p>3. Ngā Ture Hei Whakawhiwhi Tohu Mātauranga Requirements for the Award of the Programme</p> <p><i>Requirements comply with Unitec's Programme Completion and Awards Policy and associated procedure.</i></p>	<p>3.1 Whakaemi Tūtukitanga Credit Accumulation To be awarded the Graduate Diploma in Business a student must successfully complete a minimum of 120 credits in the pattern set out in Table 1 from the courses set out in Table 2a – 2d depending on their chosen endorsement.</p> <p>Table 1a: Credit Requirements for GDBus Human Resource Management, Operations Management & Marketing Endorsements</p> <table border="1" data-bbox="354 831 1195 1032"> <thead> <tr> <th>Level</th> <th>Compulsory Credits</th> <th>Elective Credits</th> <th>Total Credits</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>15</td> <td></td> <td>15</td> </tr> <tr> <td>6</td> <td>30</td> <td></td> <td>30</td> </tr> <tr> <td>7</td> <td>45</td> <td>30</td> <td>75</td> </tr> <tr> <td></td> <td>90</td> <td>30</td> <td>120</td> </tr> </tbody> </table> <p>Table 1b: Credit Requirements for GDBus Sales Management Endorsement NOT CURRENTLY OFFERED</p> <table border="1" data-bbox="354 1128 1195 1330"> <thead> <tr> <th>Level</th> <th>Compulsory Credits</th> <th>Elective Credits</th> <th>Total Credits</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>15</td> <td></td> <td>15</td> </tr> <tr> <td>6</td> <td>30</td> <td></td> <td>30</td> </tr> <tr> <td>7</td> <td>60</td> <td>15</td> <td>75</td> </tr> <tr> <td></td> <td>105</td> <td>15</td> <td>120</td> </tr> </tbody> </table>	Level	Compulsory Credits	Elective Credits	Total Credits	5	15		15	6	30		30	7	45	30	75		90	30	120	Level	Compulsory Credits	Elective Credits	Total Credits	5	15		15	6	30		30	7	60	15	75		105	15	120
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Table 2a: Course Details – Graduate Diploma in Business (Human Resource Management)

Compulsory courses are shown in **bold** and Elective courses in italics.

Course No	Course Name	Credits	Pre- requisites	Co-requisites	Restrictions
Level 5					
BSNS5003	Business-Functions	15			
Level 6					
BSNS6342	Organisational Behaviour	15	Relevant Academic Authority approval		
BSNS6341	Talent Development and Management	15	Relevant Academic Authority approval		
Level 7					
BSNS7140	Applied Human Resource Management	15	Relevant Academic Authority approval		
BSNS7340	Organisational Strategies	15	Relevant Academic Authority approval		

BSNS7162	Business Analytics	15	Relevant Academic Authority approval		
<i>BSNS7015</i>	<i>Internship Based Learning</i>	<i>15</i>	<i>60 credits and relevant Academic Authority approval</i>		
<i>Plus choose any one 15-credit course from BBUS at Level 7</i>					

Table 2b: Course Details – Graduate Diploma in Business (Operations Management)

Compulsory courses are shown in **bold** and Elective courses in *italics*.

Course No	Course Name	Credits	Pre- requisites	Co-requisites	Restrictions
Level 5					
BSNS5003	Business Functions	15			
Level 6					
BSNS6350	Operations Management	15	Relevant Academic Authority approval		APMG6350
BSNS6352	Supply Chain Management	15	Relevant Academic Authority approval		
Level 7					
BSNS7340	Organisational Strategies	15	Relevant Academic Authority approval		
BSNS7350	Applied Operations Management	15	Relevant Academic Authority approval		
BSNS7162	Business Analytics	15	Relevant Academic Authority approval		
<i>BSNS7015</i>	<i>Internship Based Learning</i>	<i>15</i>	<i>60 credits and relevant Academic Authority approval</i>		
Plus choose any one 15-credit course from BBUS at Level 7					

Table 2c: Course Details – Graduate Diploma in Business (Marketing)

Compulsory courses are shown in **bold** and Elective courses in *italics*.

Course No	Course Name	Credits	Pre- requisites	Co-requisites	Restrictions
Level 5					
BSNS5003	Business Functions	15			
Level 6					
BSNS6100	Marketing Management	15	Relevant Academic Authority approval		
BSNS6363	Digital Marketing	15	Relevant Academic Authority approval		
Level 7					
BSNS7100	Advanced Marketing	15	Relevant Academic Authority approval		
BSNS7575	Search Engine Optimisation	15	Relevant Academic Authority approval		
BSNS7162	Business Analytics	15	Relevant Academic Authority approval		
<i>BSNS7340</i>	<i>Organisational Strategies</i>	<i>15</i>	<i>Relevant Academic Authority approval</i>		
<i>BSNS7110</i>	<i>Google Certified (Web-based Advertising and Analytics)</i>	<i>15</i>	<i>Relevant Academic Authority approval</i>		
<i>BSNS7015</i>	<i>Internship Based Learning</i>	<i>15</i>	<i>Relevant Academic Authority approval</i>		

BSNS7474	<i>Social Media Marketing</i>	15	<i>Relevant Academic Authority approval</i>		
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Table 2d: Course Details – Graduate Diploma in Business (Sales Management) NOT CURRENTLY OFFERED

Compulsory courses are shown in **bold** and Elective courses in italics.

Course No	Course Name	Credits	Pre- requisites	Co-requisites	Restrictions
Level 5					
BS5003	Business Functions	15			APMG5340
Level 6					
BSNS6373	Sales Management	15		BSNS5340 or APMG5340	
BSNS6374	Integrated Marketing Communications	15		BSNS5340 or APMG5340 or COMM5530 or COMM5430	
<i>BSNS6372</i>	<i>Buyer Behaviour</i>	<i>15</i>		<i>BSNS5340</i> or <i>APMG5340</i> or <i>BSNS5400</i>	<i>APMG6372</i>
<i>BSNS6363</i>	<i>Digital Marketing</i>	<i>15</i>	<i>BSNS5340</i>		
Level 7					
BSNS7370	Marketing Strategy	15	BSNS6373 or APMG6373		
BSNS7373	Applied Digital Marketing	15		BSNS5340	
BSNS7452	Advanced Sales Management	15	BSNS6373 or APMG6373		
BSNS7454	Strategic Brand Management	15		BSNS5340 or APMG5340	
<i>BSNS7110</i>	<i>Google Certified (Web-based Advertising and Analytics)</i>	<i>15</i>	<i>45 credits at Level 6</i> or above		
<i>BSNS7015</i>	<i>Internship Based Learning</i>	<i>15</i>	<i>60 credits and</i> <i>relevant Academic</i> <i>Authority approval</i>		
<i>BSNS7575</i>	<i>Search Engine Optimisation</i>	<i>15</i>	<i>BSNS7373</i>		
<i>BSNS7474</i>	<i>Social Media Marketing</i>	<i>15</i>	<i>BSNS5340</i>		

3.2 Mahi Waehanga Pāhekoheko | Integrated and Work-based components

All Graduate Diploma in Business students have the opportunity through the Internship Based Learning course to complete an approved placement of a minimum of 140 hours in the workplace within the parameters agreed with the sponsoring organisation and academic staff member. The process of negotiating the project/work placement will be overseen by the course co-ordinator. All students must comply with the Work Based Learning: Internship Placement requirements for specific courses, as defined in the Student Handbook.

3.3 Mahi Akoranga | A Wāhanga | Course Load per Sem

The normal full-time course load is 60 credits per Semester, or 75 credits with the approval of the relevant academic authority.

	<p>3.4 Whakaurunga Takiwā Enrolment Periods The normal enrolment period is 1 year (full-time study) or 2-6 years (part-time study). Students who are prevented by ill health, or other cause, from completing the programme requirements within the maximum period of enrolment, the relevant academic authority may approve suspension of enrolment for up to a maximum of 1 Semester. The maximum period to complete this Programme is 8 years.</p> <p>3.5 Whakawhiwhi Tāpiripiri Additional Awards There are no additional awards available in this programme.</p>																																												
<p>4. Tūtukitanga Whakamihhi Credit Recognition</p> <p><i>Credit Recognition complies with Unitec's Assessment, Moderation and Grades Policy and associated procedure.</i></p>	<p>4.1 Whakawhiti Tūtukitanga Cross Credit Credits will not be awarded for successful study that took place more than 5 years prior to the date of first enrolment in the programme.</p> <ol style="list-style-type: none"> A student may be awarded credits or exemptions in recognition of successful equivalent study, at the same or a higher level in the context of another programme. The credit recognition may be: <ol style="list-style-type: none"> specified, where there is direct equivalence of the learning outcomes of a completed course and a course in the programme; or unspecified, where the previous study has taken place in a programme with a similar philosophy but there is no exact match in the programme's courses. Cross credits will not be given for an Internship Based Learning Course. <p>4.2 Aromatawai Tōmua Assessment of Prior Learning (APL) Assessment of Prior Learning is available for all courses in this programme. APL decisions will be made on a case-by-case basis under the Unitec Assessment of Prior Learning Procedure.</p> <p>4.3 Ngā whakawhitinga Credit Transfer Graduates of the Bachelor of Business from Unitec may be granted credit recognition towards the Graduate Diploma in Business at the discretion of the relevant Academic Authority, to a maximum of 45 credits.</p>																																												
<p>5. Waeture Aromatawai Assessment Regulations</p> <p><i>Assessment Regulations comply with Unitec's Assessment, Moderation and Grades Policy and associated procedure.</i></p>	<p>5.1 Paparahi Aromatawai Assessment Basis Assessment in this programme uses both achievement-based (Table 3a) and competency-based (Table 3b) grading scales for courses.</p> <p>Internship Based Learning courses are competency based. Students must achieve all of the outcomes in competency-based assessment in order to pass those courses.</p> <p>All other courses are achievement based using an 11-point grading scale. Students must obtain at least 50% overall score in order to pass that course.</p> <p>In order to achieve a passing grade for a course in which there is a final examination, all students must achieve at least 40% in the final examination for that course.</p> <p>5.2 Ākoranga Taumata Course grades Course grades will be determined by the mathematical aggregation of weighted assessment marks and reported according to the following scales. Participants must obtain at least 50% overall score in order to pass achievement-based assessment.</p> <p>Table 3a: Achievement based 11-point assessment system</p> <table border="1" data-bbox="352 1581 1145 2022"> <thead> <tr> <th>Grade</th> <th>Meaning</th> <th>Result</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>Distinction</td> <td>Credits Earned</td> <td>90 – 100</td> </tr> <tr> <td>A</td> <td>Distinction</td> <td>Credits Earned</td> <td>85 – 89</td> </tr> <tr> <td>A-</td> <td>Distinction</td> <td>Credits Earned</td> <td>80 – 84</td> </tr> <tr> <td>B+</td> <td>Merit</td> <td>Credits Earned</td> <td>75 – 79</td> </tr> <tr> <td>B</td> <td>Merit</td> <td>Credits Earned</td> <td>70 – 74</td> </tr> <tr> <td>B-</td> <td>Merit</td> <td>Credits Earned</td> <td>65 – 69</td> </tr> <tr> <td>C+</td> <td>Pass</td> <td>Credits Earned</td> <td>60 – 64</td> </tr> <tr> <td>C</td> <td>Pass</td> <td>Credits Earned</td> <td>55 – 59</td> </tr> <tr> <td>C-</td> <td>Pass</td> <td>Credits Earned</td> <td>50 – 54</td> </tr> <tr> <td>D</td> <td>Fail</td> <td>No Credits Earned</td> <td>40 – 49</td> </tr> </tbody> </table>	Grade	Meaning	Result	Percentage	A+	Distinction	Credits Earned	90 – 100	A	Distinction	Credits Earned	85 – 89	A-	Distinction	Credits Earned	80 – 84	B+	Merit	Credits Earned	75 – 79	B	Merit	Credits Earned	70 – 74	B-	Merit	Credits Earned	65 – 69	C+	Pass	Credits Earned	60 – 64	C	Pass	Credits Earned	55 – 59	C-	Pass	Credits Earned	50 – 54	D	Fail	No Credits Earned	40 – 49
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	<p>5.3 Paearu Taumata Grade Criteria</p> <p>Students may be awarded one of the following grades for a course:</p> <p>Table 4: Grade Criteria</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Meaning</th> <th>Criteria</th> </tr> </thead> <tbody> <tr> <td>CR</td> <td>Credit Recognition</td> <td>The student has applied for and been awarded a credit recognition from another qualification</td> </tr> <tr> <td>CTG</td> <td>Continuing</td> <td>The Course runs for more than one Sem and the final Summative Assessment has not yet occurred. No Credits earned</td> </tr> <tr> <td>DEF</td> <td>Deferred</td> <td>The student has approval to complete a Course Assessment beyond the schedule date. Unless an exception has been approved, any Deferred Grade remaining on a student’s record beyond a duration equal to that of the original course will be changed to the grade to which the student would otherwise be entitled. No Credits earned</td> </tr> <tr> <td>DNC</td> <td>Did not Complete</td> <td>The grade DNC (Did Not Complete) is recorded if a student has either withdrawn after 75% of the scheduled Course duration; or not attempted a compulsory item of Assessment within a Course. No Credits earned.</td> </tr> <tr> <td>ES</td> <td>Student Exchange</td> <td>The student has completed an approved inter-institutional exchange, and it is not appropriate for another grade to be awarded. No Credits earned.</td> </tr> <tr> <td>NGA</td> <td>No Grade Associated</td> <td>Course assessment and reporting of results are not required for this course or are carried out by an external agency. No Credits earned</td> </tr> <tr> <td>R</td> <td>Restricted Pass</td> <td>The student has been awarded a restricted pass subject to Relevant clause in this schedule. Credits earned.</td> </tr> <tr> <td>W</td> <td>Withdrawn</td> <td>The student withdraws from a Course after 10% of the scheduled Course duration and up to, or at, the date at which 75% of the scheduled Course has passed. No credits earned.</td> </tr> <tr> <td>#</td> <td>Estimated Grade</td> <td>If any portion of Summative Assessment has been estimated, the final grade will be an estimated grade, and annotated “#” on the Student’s Academic Record.</td> </tr> </tbody> </table>	Grade	Meaning	Criteria	CR	Credit Recognition	The student has applied for and been awarded a credit recognition from another qualification	CTG	Continuing	The Course runs for more than one Sem and the final Summative Assessment has not yet occurred. No Credits earned	DEF	Deferred	The student has approval to complete a Course Assessment beyond the schedule date. Unless an exception has been approved, any Deferred Grade remaining on a student’s record beyond a duration equal to that of the original course will be changed to the grade to which the student would otherwise be entitled. No Credits earned	DNC	Did not Complete	The grade DNC (Did Not Complete) is recorded if a student has either withdrawn after 75% of the scheduled Course duration; or not attempted a compulsory item of Assessment within a Course. No Credits earned.	ES	Student Exchange	The student has completed an approved inter-institutional exchange, and it is not appropriate for another grade to be awarded. No Credits earned.	NGA	No Grade Associated	Course assessment and reporting of results are not required for this course or are carried out by an external agency. No Credits earned	R	Restricted Pass	The student has been awarded a restricted pass subject to Relevant clause in this schedule. Credits earned.	W	Withdrawn	The student withdraws from a Course after 10% of the scheduled Course duration and up to, or at, the date at which 75% of the scheduled Course has passed. No credits earned.	#	Estimated Grade	If any portion of Summative Assessment has been estimated, the final grade will be an estimated grade, and annotated “#” on the Student’s Academic Record.
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<p>6. Aromatawai Mahinga Assessment Procedures</p> <p><i>Assessment Procedures comply with Unitec’s Assessment</i></p>	<p>6.1 Ākoranga Aromatawai Course Assessment</p> <p>Courses employ both formative and summative assessment activities. Formative assessments do not contribute to the final grade for a given course. All summative assessment elements are compulsory unless otherwise approved and noted in course information.</p> <p>Students must attempt all compulsory assessment activities in order to pass and receive credit for any course. Students who do not attempt a compulsory item of assessment may be awarded a ‘Did Not Complete’(DNC) for the whole course and may not earn any credits.</p>																														

Moderation and Grades Policy and associated procedure.

6.2 Aromatawai I Roto I Te Reo | Assessment in Te Reo

All students have the right to submit any summative assessment task in Te reo Māori. The process for submission of summative assessment work in Te reo Māori is governed by the Unitec Assessment in Te Reo Māori procedure and detailed in course material.

6.3 Tāpaetanga Tōmuri | Submission and late submission of work

- a. The due dates for all summative assessment work will be notified at the commencement of each course.
- b. Any assessment that is submitted late (and does not have a prior approved extension) will be penalised by a deduction of 10% per day of the participants assignment mark, up to five (5) days, inclusive of weekends.
- c. Applications for extensions must be made by according to procedure noted in Student Handbooks and course documentation.
- d. Any extension will be carried out within a specified time period as agreed with the relevant academic authority and no further extensions will be granted.
- e. No assignment will be accepted five (5) days (inclusive of weekends) after the due date. If the assessment is not compulsory, the participants will receive a 'zero' grade for that assignment. If the assignment is compulsory, then the participants will receive a Did Not Complete (DNC) grade for the entire course.

6.4 Whakamātautau Anō | Resubmission or Reassessment

Resubmission/reassessment is only available for Internship Based Learning courses. **No other courses allow resubmission or reassessment.**

A student may apply to undertake a resubmission/reassessment for a failed assessment in Internship Based Learning courses within 5 days of receiving their marked assessment.

The following conditions apply:

- a. only one reassessment or resubmission per Internship Based Learning course.
- b. Any approved resubmission/reassessment will be carried out within a specified time period as agreed with the relevant academic authority.
- c. In all cases for resubmission, the original marked assignment will accompany resubmitted assignments. If resubmitted work is not accompanied by the original marked assignment, the resubmitted work will not be marked, and the original grade will stand.
- d. The maximum grade for any resubmission/reassessment of an assessment is the lowest pass grade.
- e. Assignments that are handed in late are not eligible for resubmission or reassessment.

6.5 Āhuatanga Aromatawai Motuhake | Affected Performance Consideration

A student may apply for Affected Performance Consideration (APC) if:

- The student is unable to attend an examination, compulsory assessment or fixed time and place assessment activity due to illness, injury, bereavement or other critical circumstances
- The student's preparation for, or performance in an examination or any summative assessment has been seriously impaired due to circumstances beyond their control

Applications for APC are made by a student within 5 working days of the affected assessment event. Decisions to approve an APC and to apply any remedy are made according to the Assessment and Grading Procedures and Regulations.

6.6 Pāhi Rāhui | Restricted Pass

Restricted passes are not available in this programme.

6.7 Tuaruatanga | Repeating Courses

Students who are repeating a Level 1–8 course would normally be required to submit all assessment items. In some cases, with the prior approval of the relevant academic authority, students may not be required to repeat an equivalent assessment item that they had previously passed. This should be negotiated within the first two weeks of the commencement of the course and will specify any course grade that will be carried over.

Students may enrol and repeat a course that they have failed only once. Permission to enrol for a third time is governed by Exclusion provisions below.

6.8 Whakakorenga | Exclusions

No student will be allowed to enrol in any course more than twice unless there are exceptional circumstances approved by the relevant academic authority.

- a. Any Student who fails to achieve at least 50 per cent of the credits that he or she is enrolled in in any 12-month period may be excluded by the relevant Academic Authority from re-enrolling in any further courses. The decision whether students can re-enrol in further courses will be based on a student's likelihood of succeeding in further study and will be made by the relevant Head of School.
- b. When calculating the 12-month period in a. above, Unitec reserves the right to include any relevant time spent by the student studying at another tertiary institution.
- c. A Student who has not achieved a Pass Grade in the same Course on two occasions shall not be enrolled again for that Course except with the permission of the relevant Academic Authority.
- d. The relevant Academic Authority will advise the student in writing of their decision, and the reasons for such decision, and any orders made.

6.9 Examination Regulations

All formal examinations in this programme are governed by the Unitec Examinations Regulations.

6.10 Tono Pira | Appeals

Students may appeal the decisions made under these regulations in accordance with the Student Appeal Procedure.

7. Whakaritenga Whānui | General Provisions

7.1 Whakamāramatanga ā-kaupapa | Definition of Terms

In these regulations, unless the context otherwise requires, the following definitions shall apply:

- 'Relevant academic authority' refers to an individual or role holder, or in some cases a committee, who have been delegated the authority to make a decision within a specific circumstance. A schedule of the various relevant academic authority delegations is maintained by the Programme Academic Quality Committee responsible for the Programme.

7.2 Āhuatanga Tauwhirowhiro Ritenga | Transitional Arrangements

7.2.1 Transitional arrangements for students enrolled in the Graduate Diploma in Business prior to Sem 1 2016

Compulsory Courses for Graduate Diploma in Business – Operations Management

Course Code	Course Name	Transitional Course
BSNS7351	Project Management	Any Level 7 elective from courses approved for Graduate Diploma in Business (Operations endorsement). This is only effective for those students who enrolled in 2016 and 2017.

Compulsory Courses for Graduate Diploma in Business – Human Resource Management

Course Code	Course Name	Transitional Course
BSNS7351	Project Management	Any Level 7 Elective from courses approved for Graduate Diploma in Business (HRM endorsement). This is only effective for those students who enrolled in 2016 and 2017.

Compulsory Courses for Graduate Diploma in Business – Marketing Major

Course Code	Course Name	Transitional Course
BSNS6370	Marketing Planning	BSNS6100 Marketing Management
BSNS7370	Marketing Strategy	BSNS7100 Advanced Marketing

The transition arrangements expire at the end of December 2024.

7.2.3 Transitional arrangements for students enrolled in the Graduate Diploma in Business from Sem 1 2018

Compulsory Courses for Graduate Diploma in Business – Marketing Major

Course Code	Course Name	Transitional Course
BSNS7373	Applied Digital Marketing	BSNS7575 Search Engine Optimisation

The transition arrangements expire at the end of December 2026.

7.3 Hōtaka Whakarerekē O Ngā Āhuatanga Ako | Modified Programmes of Study

Modified programmes of study allow transitioning students to achieve the award of this qualification by undertaking a modified set of courses which may differ from those specified in 3.1 above. Students will be considered on a case-by-case basis and required to complete a modified programme of study as approved. The modified programme of study may include a negotiated study course at an appropriate level.

7. PROGRAMME ACCEPTABILITY AND CONSULTATION

This section addresses Approval Criterion 4 by presenting the acceptability of the programme and consultation.

The consultation associated with the original accreditation, and each iteration of this Programme may be found in the Programme Definitive Document associated with that application or is available on request. The following details any consultation undertaken in support of this updated programme document.

8. SELF-ASSESSMENT, EVALUATION AND REVIEW

This section addresses Programme Approval Criterion 7 by providing information about how the institution assesses the currency and content of the programme; has adequate and effective processes for the on-going review of the programme, taking account of the results of any review of the qualification; has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulation and content; and updates the programme accordingly.

It also addresses Accreditation Criterion 4 by presenting processes for the adequate and effective review of programme performance and the institution's capability to support the programme.

8.1 Academic and programme quality management

Unitec's Schools are overseen by a number of major decision-making bodies, including:

- Te Pūkenga; the Unitec Board of Directors, Chief Executive and the Leadership Team; and
- the Unitec Academic Committee and its sub-committees.

Unitec's academic committee structure utilises the principle of wakaritenga (legitimacy); academic decision-making processes legitimise others' contributions and ensure that ethics and integrity inform subsequent actions.

The Graduate Diploma in Business [GDBus] sits within the School of Applied Business, which is led by a Head of School.

The GDBus is governed by the Programme Academic Quality Committee (PAQC), which reports to a Quality Alignment Board (QAB) and Unitec's Ako Ahimura Learning and Teaching Committee; these latter groups are established sub-committees of Unitec's Academic Committee.

Together, these committees are responsible for:

- maintaining educational performance;
- supporting continuous improvement in learning, teaching, and research through inter-disciplinary collaboration; and
- student outcomes including success, retention, and academic progress.

8.1.1 Financial and administrative infrastructure

In addition to Academic Quality and Governance, Unitec also provides effective financial infrastructure, administrative systems, and resource management practices to support implementation and sustained delivery of the programme.

8.2 Programme changes

Programme changes and improvements are governed by Unitec Programme Change and Improvement Procedure. Approval for any change is based on:

- stakeholder support for change;
- considerations of the impact on:
 - other programmes;
 - broader Unitec practices; and on
 - Unitec's responsibilities to external agencies.

Institutional support areas such as, Te Puna Ako, Te Korowai Kahurangi, Kaihautū, and other relevant external stakeholders feed into the programme improvements or change process.

8.3 Evaluation and review

All Unitec programmes are subject to ongoing evaluation of individual courses as well as the programme as a whole. Evaluations involve major programme stakeholders: learners, appropriate external professions and organisations, and members of the academic community.

8.3.1 Programme Evaluation

Course Evaluation and Planning (CEP)

Written Course Evaluation and Planning (CEP) reports are completed by individual teachers each Sem, to highlight and analyse any issues which occurred and to provide suggestions for improvements as required. They provide Teachers an opportunity to reflect on course outcomes and to plan improvements to their courses and to their own development as teachers.

All teachers who are responsible for courses and outcomes are involved in Course Evaluation and Planning. Evidence is gathered from a wide range of internal and external inputs and evaluated by the Teacher as the course progresses. CEP reports provide Academic Programme Managers with rich information about the component parts (courses) which form part of their programmes.

Programme Evaluation and Planning (PEP)

Annual *Programme Evaluation Plans* (PEPs) are completed to manage and record the evaluative and improvement process. PEPs are structured around six *Key Evaluative Questions*, which emphasise the core activities of performance, evaluation, planning, execution, and review.

Programme plans are assessed as evidence of capability in self-assessment. Evaluations are discussed both locally in the Programme Academic Quality Committee (PAQC) and in various other fora including the QAB, which has responsibility for having a close scrutiny of programmes where the standard of performance is at risk or unacceptable. A single evaluation report is collated for the Academic Board.

Periodically, the institution conducts surveys of learners, graduates, employers, and staff; these provide feedback on specific issues. Findings are reported to the Executive Leadership Team and Academic Board, and tailored presentations are provided to each School. Programme-related findings are evaluated and used to determine improvement actions, which are recorded and tracked through the PEP.

The first PEP for any new Programme is due immediately following the first Sem of delivery, and for each Sem thereafter. This includes data and information regarding student success, evaluation of the programme, and input from relevant stakeholders, including the Industry Advisory Group.

8.3.2 Degree monitoring

All Unitec degrees and postgraduate programmes are subject to annual, external, independent monitoring. Monitors have credentials and currencies that enable them to relate the needs and expectations of external academic and employer stakeholders to individual, or groups of, degree programmes and their delivery.

Monitoring is aligned with NZQA requirements for monitoring of degree and related qualifications.

Monitoring enables the views and interests of participating stakeholders to be considered; it is also a process for determining the extent to which the needs of all stakeholders are being met.

Individual monitors:

- Are demonstrably independent of Unitec and of programme staff;
- Have current discipline/practice knowledge, strategy/management capability, and proven research/ investigation skills;
- Understand the roles and expectations of the ITP sector; and
- Are familiar with cutting-edge global trends in tertiary education and in business/community development.

Monitors engage with programmes and provide feedback on:

- Implementation of the Unitec strategy in the context of specific programmes;
- Consistency of the programme and its delivery with approved arrangements; and
- Achievement of the quality outcomes specified in the Unitec Academic Statute.

Programme monitoring is carried out annually by a qualified academic from another Institution as approved by Unitec and advised and agreed with NZQA. A schedule of yearly degree monitoring is maintained by Te Korowai Kahurangi, Unitec's Academic Service Centre.

Monitoring is shared between the Bachelor of Business, Graduate Diploma in Business, Graduate Certificate in Professional Accountancy and Graduate Diploma in Professional Accountancy due to the nature of the shared courses.

8.3.3 Programme review

All programmes at Unitec are subject to an independent review every three to five years or when directed by the Academic Board. New programmes, including the proposed programme described herein, undergo an initial review following the graduation of the first cohort.

Reviews are designed to be collaborative and aim to:

- identify areas for development;
- identify areas for improvement; and
- ensure the programme maintains relevance for stakeholders.

In doing so, reviews add value to Unitec's on-going stakeholder interactions by fostering new, and strengthening existing, relationships.

Reviews are governed by Unitec's *Academic Evaluation, Review and Improvements Policy*, and focus on two KEQs:

- KEQ2: What is the value of the outcomes for key stakeholders, including learners?
- KEQ3: How well do programmes and activities match the needs of learners and other stakeholders?

Programme review is an important component of the self-assessment, evaluation, and improvement process and recognises that stakeholders are critical to the success of Unitec graduates and programmes.

This Programme is subject to programme review on a cycle designed to meet Unitec's and the NZQA's requirements.

Programme Review is shared between the Bachelor of Business, Graduate Diploma in Business, Graduate Certificate in Professional Accountancy and Graduate Diploma in Professional Accountancy due to the nature of the shared courses.

8.4 Audits and reviews by standard-setting bodies

Unitec maintains an effective system for the regular monitoring, evaluation, and review of programmes to ensure that the requirements of standard setting, or professional accreditation bodies continue to be met.

8.5 Student evaluation

Student evaluation is a critical component of learners' coherent educational experience and is a part of Unitec's repertoire of evaluative questioning processes.

Student evaluation aims to naturally integrate evaluation within the context of study so that staff and learners engage in dialogic practices to enhance teaching and learning.

The purpose of student evaluation is to gather feedback on:

- how well a course/programme is meeting learners’ learning needs and expectations;
- learners’ experiences of courses;
- learners’ views on areas of strength;
- learners’ views of where improvements can be made;
- learners’ assessments of teaching staff and, consequently, teaching staff’s professional development needs.

At the start of the course, learners are told which courses will be evaluated; how evaluation will be carried out; evaluation time frames; and reporting back process.

Once evaluation has occurred, student evaluations are analysed, potential response actions are identified, and this data is communicated back to learners within an agreed timeframe. Evaluation results and proposed actions are incorporated in the annual PEP.

8.6 Stakeholder engagement and feedback

Periodically, Unitec conducts surveys of students, graduates, employers, and staff. Providing feedback on specific issues, surveys adopt a “Net Promoter Score” methodology based on the question ‘How likely are you to recommend Unitec to your friends and family’.

Findings are reported to the Executive Leadership Team and the Academic Board, and tailored presentations are given to each School. Programme-related findings are evaluated and used to determine improvement actions, which are recorded and tracked through the PEP.

Institutional support for improvement, as well as ideas for programme development, come from a number of institutional services. These services are also stakeholders in that they help ensure institutional commitments are honoured. For example, Te Puna Ako supports the development of teacher practice, Kaihautū support the embedding of matauranga Māori, and Te Korowai Kahurangi provides advice on quality and other process matters.

Programme-specific engagement with external stakeholders will be supported by ensuring learning experiences are embedded in contemporary work-based practice.

8.6.1 Industry Advisory Group

Each School and or major discipline group has an Industry Advisory Group which supports consultation processes. This group, comprised of a number of stakeholder representatives, has a key role in ensuring this programme continues to meet the needs of all stakeholder groups.

This group meets regularly to discuss and provide input into programme development and improvement. Each Industry Advisory Group focusses on the following key tasks:

- ensuring the programmes meet the current and future needs of employers;
- giving a stakeholder perspective on programme developments and reviews;
- providing an opportunity for teaching staff and stakeholders to share best practice and research findings.

The Industry Advisory Group includes a number of key stakeholders; the membership of this group is listed on the table below.

Table 7: School of Applied Business Advisory Group

Name	Title/Organisation	Stakeholder Representation
Andrew Lister	Operations & Change Manager – Foodstuffs	Operations
Melanie Trotman	Business Manager, The Agrichain Centre	Operations
Navjot Gulati	Sales & Marketing Analyst – Methven	Operations
Kirsten Jones	People & Culture – Foodstuffs	People and HR

Justin Durocher	Auckland Council	People and HR
Sylvie Thrush Marsh	Chief HRO – MyHR	People and HR
Forsythe Thompson	Digital Marketing	Digital Marketing
Richard Conway	CEO – SEO Author, Digi Entrepreneur	Digital Marketing
Angela Farrelly	Strategy, Brand, Digital	Digital Marketing
Wendy Thompson	Social Media Marketing CEO	Digital Marketing
Peter Hall	Consumer Marketing Head – IAG	Marketing
William Johnston	Accounting (CA) – Jacal	Accounting
Sam Musarrat Munshi	Finance Manager – Q Theatre	Finance
Gordon Tian	Accounting	Accounting
Rolanda Van Amsterdam	Kraayenhof Investments LTD – Owner	Accounting
Jeremy Greenbrook-Held	Data Analysis Mgr – NZ companies Office, MBIE	Data Analytics
Nishanta Medagoda	AI and ML Engineer – insite.ai	Data Analytics
Dr Andrew Robertson	Group Lead, Customer Insight & Evaluation – IRD	Data Analytics
Paulo Gottgroy	Senior Manager, Data Sciences – Air New Zealand	Data Analytics

9. RESEARCH

Research within the Bachelor of Business, Graduate Diploma in Business, Graduate Diploma in Professional Accountancy and the Graduate Certificate in Professional Accountancy is a shared activity among staff who teach across all of these programmes.

9.1 Research Strategy

Research at Unitec refers to a wide variety of activities conducted by both staff and students. This activity involves the:

- generation of new knowledge;
- application of existing knowledge in novel or useful ways; and
- the integration of knowledge through inter-disciplinary work. Research activity may be undertaken as:
 - researcher-driven academic research;
 - research funded by external stakeholders in the form of grants or projects;
 - postgraduate or undergraduate student research projects; and
 - other research where the outcome is either quality assured publication, performance or exhibition.

Unitec's research strategy has been developed in the context of the New Zealand Government's *Tertiary Education Strategy*, which places a particular emphasis on partnership with industry and producing research outputs that have greater "relevance...to industry and wider society."²

As outlined in the [Unitec Research and Enterprise Strategy 2020-2024](#) the strategy focuses on two main aims, which are informed by six key actions.

9.1.1 Tūāpapa Rangahau / Research and Enterprise Office

Unitec's Tūāpapa Rangahau/Research and Enterprise Office (REO) combines the management and administration of staff and student research at Unitec, under the leadership of the Dean: Research and Enterprise.

The activities of the unit focus on the main areas of:

- commercialisation, technology transfer and the management of intellectual property;
- external grants and funding;
- professional research development;
- research ethics;
- research management and promotion;
- special research events; and
- student research.

9.2 Research policies

See Appendix 1 for link to policies

9.3 Staff research

Staff teaching on this programme conduct research to an appropriate level within their area of experience that advances knowledge and understanding and supports their function as teachers.

The quantity and quality of staff research outputs are monitored, and the collective output is consistent with the development and maintenance of an on-going research culture in support of the programme.

Organisational systems and facilities provide appropriate support to staff involved in research, including access to an appropriate ethics committee. For further information see Unitec Policy and Procedure in the Appendix.

10. APPENDICES

- Appendix 1 Link to Policy and Procedure (OneDrive Folder)
- Appendix 2 Learning Outcomes mapped to Graduate Profile Outcomes
- Appendix 3 Course Descriptors

10.1 Appendix 1: Link to Policy and Procedure (OneDrive Folder)

Use the following link to view [Unitec Policy and Procedure](#)

10.2 Appendix 2: Learning Outcomes Mapped to Graduate Profile Outcomes

Table 8: Programme Core Course Learning Outcomes mapped to Graduate Profile Outcomes

Course Code	Course Name	Learning Outcomes	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6
			Be aware and respectful of the cultural mix of New Zealand, with a particular focus on the Māori perspective and the Treaty of Waitangi	Be capable of participating as an independent and effective manager in a given business context	Be capable of critically forming and expressing professional opinions that have relevance to business, and operate using analytical and	Have as a priority his/her own ongoing learning and professional development	Have experience of working collaboratively, and demonstrate the ability to perform a variety of roles in a team context, including a	Conduct self-directed study and pursue goals of scholarship, to discover reliable knowledge
BSNS5003	Business Functions	<ol style="list-style-type: none"> 1. Apply principles and practices of operations to support business performance. 2. Apply principles and practices of human resource management to support business performance. 3. Apply principles and practices of marketing and sales to support business performance. 4. Apply principles and practices of accounting to support business performance. 			✓		✓	✓
BSNS6100	Marketing Management	<ol style="list-style-type: none"> 1. Discuss the relevance of a marketing orientation for an organisation and appraise the marketing planning process. 2. Research and analyse markets. 3. Evaluate and develop the marketing mix taking the future strategic role of brands into consideration. 4. Investigate and develop a marketing plan for an organization including a marketing budget and metrics to meet objectives. 		✓	✓			✓
BSNS6342	Organisational Behaviour	<ol style="list-style-type: none"> 1. Evaluate organisational cultural values to achieve organisational effectiveness. 	✓		✓			

		<p>2.Evaluate the concepts of personality profiling and testing to enhance employee performance and motivation.</p> <p>3.Propose strategies for improving employee job satisfaction and productivity.</p> <p>4.Analyse organisational behaviour theories and techniques to enhance employee and organisational effectiveness.</p>						
BSNS6350	Operations Management	<p>1.Select a decision support system for undertaking Business Process Improvement investigations.</p> <p>2.Identify and apply appropriate analytical models to optimize the productivity, growth, effectiveness, and environmental sustainability of business processes.</p> <p>3.Work effectively as part of an operations management team.</p>			√		√	√
BSNS6373	Sales Management	<p>1.Evaluate elements of the sales process</p> <p>2.Analyse the characteristics of sales management as a subset of management in general</p> <p>3.Identify and analyse the processes and principles involved in the acquisition, deployment, development and rewarding of sales staff</p> <p>4.Analyse the role and functions of regional sales managers</p> <p>5.Design and apply sales incentive schemes in simulated situations</p> <p>6.Critique the processes involved in preparing and monitoring a sales plan and budget</p> <p>7.Identify ethical and social issues pertaining to sales management</p>			√			√
BSNS6374	Integrated Marketing Communications	<p>1.Discuss the function of the promotional mix and the concept of integrated marketing communications within the overall marketing activity.</p> <p>2.Develop and present strategies and tactics for individual components of the promotional mix which reflect the requirements of specific marketing briefs and objectives and maximize the benefits of integrated activity.</p> <p>3.Demonstrate an understanding of the principles and procedures behind a creative brief.</p> <p>4.Objectively critique marketing communication activities against theoretical models and make reasoned recommendations for implementation of such activity.</p>		√	√	√		√
BSNS7015	Internship Based Learning	<p>1.Complete successfully an approved project and work objectives in the workplace</p> <p>2.Evaluate and critically reflect upon the project and work processes and outcomes within the context of the workplace environment</p> <p>3.To identify, implement, evaluate and critically reflect upon a personal and professional development plan</p>	√	√	√	√	√	√
BSNS7100	Advanced Marketing	<p>1.Analyse marketing scenarios, using market research and financial information, to develop and implement effective marketing strategies.</p> <p>2.Communicate a rationale for strategic marketing decisions and make appropriate assumptions about marketing outcomes</p> <p>3.Conduct a marketing audit for an organisation using relevant concepts and analytical tools</p>	√		√		√	

		4 Work effectively as a team member in analysing marketing issues and potential strategies.						
BSNS7140	Applied Human Resource Management	1. Investigate and analyse the added value of HRM strategically in domestic and global organisations 2. Investigate domestic and global market trends and opportunities in order to acquire and develop talent 3. Analyse new technologies for e-recruitment and virtual teams 4. Examine the role of HR for the successful management expatriate staff to create added value to the organisation 5. Analyse HR metrics and its impact on the delivery of organisational outcomes 6. Investigate diversity in domestic organisations and evaluate its effectiveness	√	√	√			
BSNS7162	Business Analytics	1. Apply univariate data analysis and bivariate statistical analysis to solve business problems. 2. Design and analyse information needs from functional areas and apply reporting metrics to solve business problems. 3. Explore data driven analysis using an analytical software for decision making. 4. Design and describe the business analytics IT framework.			√	√		√
BSNS7340	Organisational Strategies	1. Analyse strategic information for an organisation. 2. Formulate an ethical business strategy, which includes performance targets for functional areas of an organisation. 3. Develop strategies for functional areas which comply with the overall business strategy and other functional strategies. 4. Plan for evaluation and control of functional strategies		√	√			√
BSNS7350	Applied Operations Management	1. Evaluate the particular challenges of leading and improving operations in New Zealand. 2. Develop a range of possible solutions to manage and improve selected operations issues. 3. Recommend a solution using data informed decision-making techniques. 4. Design, present, and defend a detailed project plan for leading a programme to improve operations processes in a New Zealand-based enterprise. 5. Reflect on the application of own and others' strengths, skills and abilities to lead an effective team.	√	√	√	√		√
BSNS7370	Marketing Strategy	1. Review the market led approach to the marketing strategy development process 2. Appraising the total marketing operation in an organisation 3. Evaluate the techniques available to examine the current situation and determine available strategic options for managers 4. Critically evaluate the factors that have to be considered in strategy formulation and selection 5. Analyse the barriers to effective implementation of strategy			√	√		

BSNS7373	Applied Digital Marketing	<p>1.Critically analyse the use and applicability of Digital Marketing from a practitioner’s perspective.</p> <p>2.Understand the implications of digital marketing for various sectors and business configurations</p> <p>3.Develop an integrated and inter-disciplinary approach towards digital marketing</p> <p>4.Critically evaluate the role of digital marketing and the way in which it interlocks and interacts with existing business</p> <p>5.Develop a digital marketing strategy and implement it using Internet-related information technologies</p> <p>6.Create effective and successful Digital Marketing entrepreneurs and strategists</p> <p>7.Appraise new technological developments and their implications for marketers</p> <p>8.Develop and work effectively to create and implement Digital Marketing strategies within organisations</p>			✓	✓		✓
BSNS7452	Advanced Sales Management	<p>1.Appraise the concepts and principles of strategic management in relation to their application to the management of sales and the selling function</p> <p>2.Critically examine current and potential competitive strategies for positioning a New Zealand company’s sales functions within a chosen market, either national or international</p> <p>3.Evaluate the use of financial planning techniques in strategic sales management</p> <p>4.Critically examine the process of developing a strategic sales plan</p> <p>5.Examine and critically review trends within, and development of, sales theories and issues</p>	✓	✓	✓			✓
BSNS7575	Search Engine Optimisation	<p>1.Apply SEO principles and practices to develop an SEO Strategy</p> <p>2.Evaluate the online visibility of a website by SEO audit</p> <p>3.Develop website visibility and traffic through the application SEO techniques</p> <p>4.Demonstrate ethical SEO practices.</p>				✓		✓

10.3 Appendix 3: Course descriptors

Course Descriptors:

BUSINESS FUNCTIONS					
Course code:	BS5003	Level:	5	Credits:	15
Main programme:	New Zealand Diploma in Business (Level 5)				
Pathway(s):	All			Compulsory	
Requisites:	NIL				
Other programmes:	Bachelor of Accounting			Compulsory	
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based (Extramural)	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop knowledge, skills, and competencies relevant to the core business functions of accounting, operations, human resource management, marketing and sales.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, ākonga will be able to:

Graduate Outcomes/ Professional Standards

1.	Apply principles and practices of operations to support business performance.	GPO 2
2.	Apply principles and practices of human resource management to support business performance.	GPO 2
3.	Apply principles and practices of marketing and sales to support business performance.	GPO 2
4.	Apply principles and practices of accounting to support business performance.	GPO 2

Ngā Tūtohu o te Kiko | Indicative Content

LO1	Operations to support business performance, including: role of operations for organisations operational management areas processes and productivity break even analysis productivity definition & calculations
LO2	HR to support business performance, including: role of human resource management for organisations transactional and transformational HR recruitment to exit
LO3	Marketing and sales to support business performance, including: role of marketing and sales for organisations the marketing concept value proposition the marketing mix
LO4	Accounting concepts and processes to support business performance, including: role of accounting for organisations accounting Equation statements of financial position and financial performance, budgets and cashflow forecasts variance and ratios

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Ākongā will be advised of all matters relating to summative assessment prior to the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Ākongā are required to meet all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to ākongā via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

BSNS6100: Marketing Management					
Course number:	BSNS6100	Level:	6	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	Marketing	Compulsory			
Requisites / Restrictions:	Pre-requisites: BBus: BEBP5705, BEBP5706, BEBP5707, BEBP5708. GDB: Relevant Academic Approval.				
Other programmes:	GDipBus (Marketing & Sales) compulsory				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To enable students to understand the concepts, principles and practices of effective marketing management for an organisation.

Learning Outcomes:	
1.	Discuss the relevance of a marketing orientation for an organisation and appraise the marketing planning process.
2.	Research and analyse markets.
3.	Evaluate and develop the marketing mix taking the future strategic role of brands into consideration.
4.	Investigate and develop a marketing plan for an organization including a marketing budget and metrics to meet objectives.

Learning and Teaching:

Blended delivery may include lectures, group work, collaborative web tools, case studies, application exercises, industry speakers, and self-directed learning.

Topics:

Marketing planning process, current and future role of brands in marketing, primary and secondary demand, market measurement, approaches to examining competitive forces, pricing, advertising, sales promotion, sales and distribution strategies and programmes.

Assessment:

Weighting	Nature of assessment	Learning outcomes/Week
25%	Individual Assignment Scenario Based	1, 2
25%	Team simulation game and peer review Individual Assignment	2, 3
40%	Team marketing plan and peer review (staged)	4

Learning resources required:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle).

Version Tracking:

<i>Version No.</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>
1	Sem 2 2016	PFC 27/06/2016	
2	Sem 1, 2017	PDC 21.02.17	Changes to course assessment elements
3	Sem 2 2022	AAC 16/11/2021 NZQA 28/4/2022	Change to course requirements
4	Sem 2 2023	AACSC 03/07/2023	Changes to course assessment elements

BSNS6341: Talent Development and Management					
Course number:	BSNS6341	Level:	6	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	HR Management (operations stream)	Compulsory			
Requisites / Restrictions:	Pre-requisites: BBS: BEBP5705, BEBP5706, BEBP5707, BEBP5708. GDB: Relevant Academic Approval.				
Other programmes:	GDip Bus (Operations)				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To develop employee knowledge, skills and ability (KSA) talent requirements that align with the future needs of the employee and organisation.

Learning Outcomes:	
1.	Examine the role and nature of training and development strategy as part of organisational strategy.
2.	Identify and develop talent KSA's for future needs of the organisation.
3.	Identify and formulate training needs for employees including their personal career development.
4.	Design a training and development programme.
5.	Monitor and evaluate the impact of training on KSAs development and review employee performance achievements.

Learning and Teaching:

Blended delivery may include lectures, group work, collaborative web tools, case studies, application exercises, industry speakers, and self-directed learning.

Topics:

Integration of recruitment with corporate and business goals, developing talent for future needs, employee training requirements/training needs analysis, employee career development, HR training and development programmes and budgeting, impact of training KSAs, employee performance measures, HRM department performance targets.

Assessment:

Weighting	Nature of assessment	Learning outcomes
40%	Individual assessment	1, 2
40%	Group assessment (Project Based Learning)	3, 4, 5
30%	Group presentation	3, 4, 5
	In-class test	All

Learning resources required:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle).

Version Tracking:

<i>Version No.</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>
	Sem 2, 2015	PC 20 May 2015	
1	Sem 2, 2017	PR 02.05.17	Change to course pre-requisites
2	2022-Sem2	AAC 16/11/2021 NZQA 28/4/2022	New course added.

BSNS6342: Organisational Behaviour					
Course number:	BSNS6342	Level:	6	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	Management HR stream	Compulsory			
Requisites / Restrictions:	Pre-requisites: BBus: BEBP5705, BEBP5706, BEBP5707, BEBP5708. GDBus: Relevant Academic Approval				
Other programmes:	GDipBus (HR) compulsory				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To develop students' ability to critically assess the impact that individuals and groups/teams have on behaviours within organisations.

Learning Outcomes:	
1.	Evaluate organisational cultural values to achieve organisational effectiveness.
2.	Evaluate the concepts of personality profiling and testing to enhance employee performance and motivation.
3.	Propose strategies for improving employee job satisfaction and productivity.
4.	Analyse organisational behaviour theories and techniques to enhance employee and organisational effectiveness.

Learning and Teaching:

Blended delivery may include lectures, group work, collaborative web tools, case studies, application exercises, industry speakers, and self-directed learning.

Topics:

The nature of organisational behaviour, Personality and values, Personality testing, Attitude and job satisfaction, Organisational power and politics, Organisational communication and conflict, Negotiation and conflict Organisational culture; Organisational Change, stress, leadership, Motivation

Assessment:

Weighting	Nature of assessment	Learning outcomes
30%	Individual Assignment	2 & 4
40%	Group Project- including group presentation	1, 3 & 4
30%	In-Class Test	All

Learning resources required:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Version Tracking:

Version No.	Effective from	Approved by	Description of change

1	Sem 1, 2016	PC 19/10/2015	
2	2022-Sem2	AAC 16/11/2021 NZQA 28/4/2022	<i>New course added.</i>

BSNS 6350: Operations Management					
Course number:	BSNS 6350	Level:	6	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	Ops Management	Compulsory			
Requisites / Restrictions:	Pre-requisites: BBus: BEBP5705, BEBP5706, BEBP5707, BEBP5708. GDB: Relevant Academic Authority.				
Other programmes:	GDipBus (Operations Management) (Management) Compulsory				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To enable students to become competent in the use of critique and investigation of the various current practices and roles within the operations management environment.

Learning outcomes:	
1.	Select a decision support system for undertaking Business Process Improvement investigations.
2.	Identify and apply appropriate analytical models to optimize the productivity, growth, effectiveness, and environmental sustainability of business processes.
3.	Work effectively as part of an operations management team.

Learning and Teaching:

Blended delivery may include lectures, group work, collaborative web tools, case studies, application exercises, industry speakers, and self-directed learning.

Topics:

Manufacturing and services management; mathematical decision-making tools; location selection; layout improvement; inventory management techniques and models; scheduling; Just-in-time management; queuing theory and application; product life cycle and product management.

Assessment:

Weighting	Nature of assessment	Learning outcomes
10%	Quizzes and case studies	1-2
45%	Group Assignment	1-3
45%	Test	1-2

Learning resources required:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Version Tracking:

Version No.	Date of Change	Effective from	Approved by	Description of change
	8 Oct 2016	Sem 1 2017	QAB	Change to Course title
	17 Nov 2016	Sem 1 2017	QAB	Changes to Learning outcome
3	02.05.17	Sem 2, 2017	PR	Changes to course pre-requisite
4	06.17	Sem 2, 2017	PR	Changes to course assessments

5	13.09.18	Sem 1, 2019	PR	Changes to course assessments
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BSNS6352: Supply Chain Management					
Course number:	BSNS6352	Level:	6	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	Management (operations Stream)			Compulsory	
Requisites / Restrictions:	Pre-requisites: BBus: BEBP5705, BEBP5706, BEBP5707, BEBP5708. GDB: Relevant Academic Approval.				
Other programmes:	GDipBus (operations) compulsory				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To manage efficient, effective and sustainable supply chain processes and procedures incorporating inventory control strategies and systems.

Learning Outcomes:
Design an optimal supply chain for given product and market situation to meet organisational strategies.
Propose inventory control and procurement policies and processes to optimize performance.
Explore how supplier relationships are managed in an organisation
Analyse the financial impact of supply chain options.

Learning and Teaching:

Blended delivery may include lectures, group work, collaborative web tools, case studies, application exercises, industry speakers, and self-directed learning.

Topics:

Supply chain components, supply chain Partners, financial implications in supply chains, procurement, Inbound/Outbound logistics, warehousing, distribution, service level agreements, import export controls, negotiate external arrangements, business strategy, alliances, contract negotiation.

Assessment:

Weighting	Nature of assessment	Learning outcomes
10%	Assignment 1 - Quizzes	All
45%	Assignment 2 - Individual assignment	All 1-2
45%	Assignment 3 - Mini-test	All 3-4

Learning resources required:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Version Tracking:

Version No.	Effective from	Approved by	Description of change
	Sem 2, 2015	PC 20 May 2015	

2	Sem 1, 2018	PR Dec 2017	Minor changes to the course assessments.
3	Sem 2 2022	<i>AAC 16/11/2021</i> <i>NZQA 28/4/2022</i>	Change to course requirements

BSNS6363		Digital Marketing			
Course number:	BSNS6363	Level:	6	Credits:	15
Main programme:	Bachelor of Business (Marketing)			Compulsory	
Pathway(s):	Marketing				
Requisites / Restrictions:	Pre-requisites: BBus: BEBP5705, BEBP5706, BEBP5707, BEBP5708. GDB: Relevant Academic Approval.				
Other programmes:	Graduate Diploma in Business (Marketing and Sales) Compulsory				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39	N/A	111	150

Outcome Statement:

This course introduces the foundations of digital marketing with the goal of providing students with hands-on experience in developing a digital presence that supports the organisation's marketing strategy.

Learning Outcomes:	
1.	Demonstrate understanding of current digital marketing practice and its impact on marketing and customer experience
2.	Examine digital tools and channels that organisations use to manage their marketing operations
3.	Select and implement digital analytics to measure marketing effectiveness and gain market insights
4.	Apply digital marketing practices to design and deliver an effective digital marketing campaign

Learning and Teaching:

Blended delivery may include lectures, group work, collaborative web tools, case studies, application exercises, industry speakers, and self-directed learning.

Topics:

The key topics are based on current digital marketing skills in demand: contemporary digital marketing practice, website design and functionality, online advertising, social media marketing, SEO, digital marketing analytics, digital ethics and regulations, digital marketing campaign.

Assessment:

Weighting	Nature of Assessment	Learning Outcomes
15%	Individual participation in online course of study	1
45%	Individual Assessment	2-3
40%	Applied digital marketing project (group/individual)	4

Learning resources:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Version Tracking:

<i>Version No.</i>	<i>Effective from</i>	<i>Date of change</i>	<i>Approved by</i>	<i>Description of change</i>
1	S2 2019	01/07/2019	PIC	Change in Assessment Type
2	S2 2022	16/11/2021	AAC	Change to course requirements
2.1	S2 2024	04/07/2024	AACSC	Change in Assessment Type

BSNS 6372: Buyer Behaviour					
Course number:	BSNS 6372	Level:	6	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	Marketing	Compulsory			
Requisites / Restrictions:	Pre-requisites: BEBP5705, BEBP5706, BEBP5707, BEBP5708				
Other programmes:	GDipBus Marketing, Sales Management – Relevant Academic Authority				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To enable students to critically evaluate the issues and processes related to the major psychological and sociological elements which influence both individual and group buying behaviours, explain the implications of each, and propose appropriate marketing strategies and tactics in relation to them.

	Learning outcomes:
1.	Appraise the nature of the consumer decision process and consider the impact of purchase involvement and risk on the process. Prescribe appropriate marketing strategies to facilitate purchase at the different stages of the decision-making process
2.	Evaluate the influence of internal influences (perception, learning and memory, motivation, personality and attitude) in assisting individuals to arrive at buying decisions, and prescribe appropriate marketing interventions
3.	Evaluate the influence of external influences (situation, the household, group influence and communication, social class and culture) in assisting individuals to arrive at buying decisions, and prescribe appropriate marketing interventions
4.	Evaluate the significance of individual and group processes on Organisational Buyer Behaviour
5.	Critically examine the ethical issues relating to the use of consumer psychology in marketing

Learning and Teaching:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Topics:

Models of buyer behaviour and their applications to marketing and advertising; consumer involvement; internal psycho-social influencers; external psycho-social influencers; group processes; and marketing applications.

Assessment:

Weighting	Nature of assessment	Learning outcomes
20%	Assignment 1-Journal.	2, 5
40%	Assignment 2-Individual Test closed book	1, 4
40%	Assignment 3-Group report and presentation	1, 3

Learning resources required:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Version Tracking:

<i>Version No.</i>	<i>Date of Change</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>
1	April 2018	Sem 2, 2018	PR	Removal of BSNS5400 as a pre-requisite.
2	01 July 2019	Sem 2 2019	PIC	Change in Nature of Assessments and corresponding LOs

BSNS 6373		Sales Management			
Course number:	BSNS 6373	Level:	6	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	Marketing	Compulsory			
Requisites / Restrictions:	Pre-requisites: BSNS 5340 /APMG 5340 Co-requisites: BSNS5340 or APMG5340				
Other programmes:	GDBUS				
NZSCED field of Study:	080301	Delivery mode:	Face to Face		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To enable students to investigate sales management and propose appropriate interventions typical for sales management situations.

	Learning outcomes:
1.	Evaluate elements of the sales process
2.	Analyse the characteristics of sales management as a subset of management in general
3.	Identify and analyse the processes and principles involved in the acquisition, deployment, development and rewarding of sales staff
4.	Analyse the role and functions of regional sales managers
5.	Design and apply sales incentive schemes in simulated situations
6.	Critique the processes involved in preparing and monitoring a sales plan and budget
7.	Identify ethical and social issues pertaining to sales management

Learning and Teaching:

Classroom based delivery in the form of lectures, group work, collaborative web tools, case studies, application exercises, industry speakers and self-directed learning.

Learning outcomes will be achieved through the application of a selection of student-centred learning activities derived from the principles of the Living Curriculum.

Students will be encouraged to converse through peer group discussion and in-class conversation with the lecturer. Discussion forums will be available on Moodle to encourage on-line conversation. The course will focus on practical case studies, exercises and activities with the use of real businesses and/or publicly available data. Both contemporary issues and/or topical issues in current research may be used in activities.

Students' learning will be reinforced by formative assessment activities such as class discussions and in-class activities, summative assessment activities that develop skills in literacy, researching and technical areas. Reflection and analysis will form an integral part of the learning experience.

Topics:

The sales process and presentations, management in a sales context, acquiring sales staff, developing sales staff, territory design and allocation, sales planning and control, ethical issues.

Assessment:

Weighting	Nature of assessment	Learning outcomes
25%	Assignment 1-Sales Presentation	1
35%	Assignment 2-Critique	2,3,4,5

40%	Test In-Class	All
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Learning resources:

Prescribed text:

Please refer to Booklist

Recommended text:

Please refer to Booklist

Students are required to access Moodle and the internet for materials relevant to this course.

Version Tracking:

<i>Version No.</i>	<i>Date of Change</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>

BSNS6374 Integrated Marketing Communications					
Course number:	BSNS6374	Level:	6	Credits:	15
Main programme:	Bachelor of Business			Compulsory	
Pathway(s):					
Requisites / Restrictions:	Pre-requisites: BSNS 5340 /APMG 5340 and COMM 5430 / COMM5530 / BSNS 5600 Co-requisites: BSNS 5340 /APMG 5340 and COMM5530 / COMM5430				
Other programmes:	GDipBus Marketing and Sales Management				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
120		30	150

Outcome Statement:

To develop and present an appropriate integrated marketing communications plan incorporating reasoned objectives balanced with creative strategies and tactics.

	Learning outcomes:
1.	Discuss the function of the promotional mix and the concept of integrated marketing communications within the overall marketing activity.
2.	Develop and present strategies and tactics for individual components of the promotional mix which reflect the requirements of specific marketing briefs and objectives and maximize the benefits of integrated activity.
3.	Demonstrate an understanding of the principles and procedures behind a creative brief.
4.	Objectively critique marketing communication activities against theoretical models and make reasoned recommendations for implementation of such activity.

Learning and Teaching:

Learning outcomes will be achieved utilising a selection of "Living curricular" based activities such as conversations with lecturers, fellow students and guest lecturers from industry (as and when appropriate), video clips, lectures, and class exercises. These form a basis to stretch student understanding of topics in the course and to *enhance* academic literacy for the discipline area. Student work will require both individual and collective activities; using student centred, enquiry led learning experiences, reinforced by formative assessment activities (spot tests, class discussions, written exercises, on-line discussions etc), Reflection and analysis of both the learning outcomes and the process involved forms an integral part of the learning experience. In all respects, this course will be presented in terms of the Department's Policies, Practices and Philosophies as detailed in Section 7.2 of the Graduate Diploma in Business definitive document. This descriptor will comply with the department's assessment philosophy (ref section 7.1 of the Graduate diploma in Business definitive document).

Topics:

Part 1 The marketing communication process; Integrated marketing communications and brand equity enhancement, The communication process, Persuasion in marketing communications, Market segmentation and brand positioning. Part 2 Advertising management; Advertising management, Advertising strategy and implementation, Evaluating advertising effectiveness.

Part 3 Media strategies; Broadcast media, Print and support media, Technology-based marketing communications, Media planning and analysis. Part 4 Elements of integrated marketing

communications; Direct marketing, Sales promotion, Marketing public relations and sponsorship marketing, Personal selling.

Assessment:

Weighting	Nature of assessment	Learning outcomes
30%	Individual Test	1,2
30%	Individual Assignment-Individual Evaluation of an Integrated Marketing Campaign.	1,4
40%	Group Report-Group report on an Integrated Marketing COMM Strategy Report	1-4

Learning resources required:

Luck, E., Barker, N., Sassenberg, A., Chitty, W. & Shimp, T. (2020) *Integrated Marketing Communications* (6th.). Melbourne: Cengage.

Students are required to access Moodle and the internet for materials relevant to this course.

Learning resources recommended:

A number of publications will be available to the student including both academic and trade journals with up-to-date articles on current marketing issues.

Manalo, E., Wong-Toi, G. & Bartlett-Trafford, J. (2009). *The business of writing: Written communication skills for business students* (3rd ed.). North Shore, NZ: Pearson Prentice Hall.

Version Tracking:

Version No.	Date of Change	Effective from	Approved by	Description of change
1	2015-05-06	Sem 2, 2015	BBUS PC	Course Name, aim and LOs changed.
2	2015-06-05	Sem 2, 2015	CIB & TBE FAC	Course status changed from elective to compulsory.
4	11/02/2021	Sem 1, 2021	AAC	Update learning resources

BSNS7015 Internship Based Learning					
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Course number:	BSNS7015	Level:	7	Credits:	15
Main programme:	Bachelor of Business			Compulsory	
Pathway(s):					
Requisites / Restrictions:	Pre-requisites: BBS: None. GDB: 60 credits and relevant Academic Authority approval.				
Other programmes:	Grad Dip of Business				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
15	110	25	150

Outcome Statement:

To provide students with the opportunity to integrate their learning across their programme of study and to apply theoretical and practical business skills to an approved project and work objectives in industry. To critically reflect upon the processes undertaken in completing the project and work objectives so as to inform their future personal and professional development.

	Learning outcomes
1.	Complete successfully an approved project and work objectives in the workplace
2.	Evaluate and critically reflect upon the project and work processes and outcomes within the context of the workplace environment
3.	To identify, implement, evaluate and critically reflect upon a personal and professional development plan

Learning and Teaching:

Student – centred and inquiry based. Approaches include interactive workshops, reflection, action learning/research, peer reviews and self – assessed portfolios.

Each student will be supported by an academic supervisor.

Students are expected to access the LMS site (Moodle) for course material and collaboration.

Topics:

Placement:

The student will undertake to find and complete an approved placement of a minimum of **110 hours** in the workplace within the parameters agreed with the sponsoring organisation and academic staff member. The process of negotiating the project/work placement will be overseen by the course co-ordinator.

Academic supervision:

In-addition, the course co-ordinator will allocate an academic staff member to be the supervisor of the student and provide ongoing support. An initial onsite meeting will be held involving the academic supervisor the workplace supervisor and the student to clarify the obligations of each person. A second onsite meeting involving all three parties will take place towards the end of the IBL experience to complete the collaborative assessment. Academic supervisors will provide feedback on the student’s learning journals, goals and project/work progress.

Workshops:

Due to the nature of this course, there will be 10 hours of workshops (day and night classroom sessions to be held).

Workshop topics to include: Course overview and workplace preparation (including CVs), critical self-reflection and learning journals, personal goal setting, project/ time management, project report writing, workplace ethics, preparing for assessment and critiquing portfolios.

The student will undertake to complete an approved placement in the workplace within the parameters agreed with the sponsoring organisation and academic staff member. The process of negotiating the project/work placement will be overseen by the course co-ordinator. In-addition, the course co-ordinator will allocate an academic staff member to be the supervisor of the student and provide ongoing support. Workshop topics to include: Course overview and workplace preparation (including CVs), critical self-reflection and learning journals, personal goal setting and career planning, project/ time management, workplace ethics, preparing for assessment and critiquing portfolios.

Assessment:

Weighting	Nature of assessment	Learning outcomes
100%	An individual portfolio of learning providing evidence of the project and work objectives plan, a project report and examples of work produced, collaborative assessment, learning journals, end of placement reflection, C.V. This assessment item is designed to utilise independent study in a supportive environment, whilst engaging in dialogue with industry and other stakeholders to produce an output to industry expectations.	All

Prescribed text:

No texts required.

Recommended text:

Marshall, J. (2001). Self – reflective Inquiry Practices. In P. Reason and H. Bradbury (Eds.), *Handbook of action research (pp.433-439)*. London: Sage.

Turner, K., Ireland, L., Krenus, B. & Pointon, L. (2008). *Essential academic skills*. South Melbourne, Victoria: Oxford University Press

Manalo, E., Wong-Toi, G. & Bartlett-Trafford, J. (2009). *The business of writing: Written communication skills for business students (3rd ed.)*. North Shore, NZ: Pearson Prentice Hall.

Version Tracking:

Version No.	Date of Change	Effective from	Approved by	Description of change
1	12/06/2020	Sem 2, 2020	AAC	New IBL course

BSNS7100: Advanced Marketing					
Course number:	BSNS7100	Level:	7	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	Marketing	Compulsory			
Requisites / Restrictions:	Pre-requisites: BBus: BSNS6100. GDB: Relevant Academic Approval.				
Other programmes:	GDipBus (Marketing) Compulsory				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To enable students to critically evaluate and develop a marketing strategy for an organisation.

Learning Outcomes:	
1.	Analyse marketing scenarios, using market research and financial information, to develop and implement effective marketing strategies.
2.	Communicate a rationale for strategic marketing decisions and make appropriate assumptions about marketing outcomes
3.	Conduct a marketing audit for an organisation using relevant concepts and analytical tools
4.	Work effectively as a team member in analysing marketing issues and potential strategies.

Learning and Teaching:

Blended delivery may include lectures, group work, collaborative web tools, case studies, application exercises, industry speakers, and self-directed learning.

Topics:

External and internal strategic review from a marketing perspective, competitor analysis, market and customer analyses and profiling, functional strategies – distribution channels, value chain, physical distribution, promotion, product strategies, pricing, integration with sales function, digital considerations, implementation and management of marketing strategy.

Assessment:

Weighting	Nature of assessment	Learning outcomes
30%	Individual Test	1 - 2
40%	Team based Strategic Marketing Simulation game and Reflective Presentation	1,2 & 4
30%	Individual Assignment	3

Learning resources required:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Version Tracking:

Version No.	Effective from	Approved by	Description of change
1	Sem 1 2016	PC 9/10/2016	
2	Sem 1 2017	QAB 8 Oct 2016	Change to Course title

3	Sem 1, 2018	PR Dec 2017	Minor changes to the course LOs, assessments and the reading & learning resource list.
4	Sem 1, 2020	PR 3 Dec 2019	Changes to course assessment name
5	Sem 1, 2021	11/02/2021	Minor changes to assessment, topics and learning resources
6	Sem 2 2022	AAC 16/11/2021 NZQA 28/4/2022	Change to course requirements
7	Sem 2, 2023	AACSC 03/07/2023	Changes to assessment

BSNS7110: Google Certified (Web Based Advertising and Analytics)					
Course number:	BSNS7110	Level:	7	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	Marketing and Management			Elective	
Requisites / Restrictions:	Pre-requisites: BBus: 45 credits at level 6 or above. GDB: Relevant Academic Approval.				
Other programmes:	GDip Bus				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

For students to gain practical experience in web-based analytics and on-line advertising.

Learning Outcomes:	
1.	Explain why digital measurement is key to helping to determine and measure business objectives and outcomes.
2.	Demonstrate understanding of the nature and application of the four components of the Analytics platform: collection, processing, configuration, and reporting.
3.	Analyse data derived from the web-based Analytics platform to improve internet marketing strategies and website performance.
4.	Identify and propose interventions to facilitate success in relation to common issues arising from the planning process for new business strategies based on the analysis of a business' website.
5.	Establish digital marketing goals and KPIs and use web-based Analytics to measure results and apply to core business objectives.
6.	Manage successfully a web-based pay-per-click campaign employing both search and display networks.

Learning and Teaching:

Blended delivery may include lectures, group work, collaborative web tools, case studies, application exercises, industry speakers, and self-directed learning.

Topics:

Install and configure leading analytical tools, e.g. Google Analytics, link analytics with on-line advertising e.g. Google Analytics with Google AdWords, set up and track online advertising, analyse visitor behaviour, landing pages Improvement techniques, conduct relevant keyword research, use of the basic AdWords interface, "quality score", structure of an ad campaign, basics of ad copy writing, relevant reports structure.

Assessment:

Weighting	Nature of assessment	Learning outcomes
25%	Assignment 1 – Team Based Pre-Campaign Reports (2 reports)	1, 5
10%	AdWords Fundamental Certification Exam – Open Book Exam	1, 5
45%	Assignment 3 – Team based Campaign Report and Presentation using electronic media e.g. Google Adwords	1, 3, 4, 5, 6

10%	Advanced Search Certification Exam – Open Book Exam	4, 6
10%	Analytics – Certification Exam	2, 3

Learning resources recommended:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Version Tracking:

<i>Version No.</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>
1	Sem 1 2018	PR 05.09.17	Changes to assessment weightings
2	Sem 2 2022	AAC 16/11/2021 NZQA 28/4/2022	Change to course requirements

BSNS7140: Applied Human Resource Management					
Course number:	BSNS7140	Level:	7	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	HR Management	Compulsory/Elective			
Requisites / Restrictions:	Pre-requisites: BBus: BSNS6342 or APMG6342, and BSNS6343 or APMG6343. GDB: Relevant Academic Approval.				
Other programmes:	GDipBus (HRM)				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

Students will investigate, critically analyse and align HRM practices to business and organisational goals.

Learning Outcomes:	
1.	Investigate and analyse the added value of HRM strategically in domestic and global organisation
2.	Investigate domestic and global market trends and opportunities in order to acquire and develop talent
3.	Analyse new technologies for e-recruitment and virtual teams
4.	Examine the role of HR for the successful management of expatriate staff to create added value to the organisation
5.	Analyse HR metrics and its impact on the delivery of organisational outcomes
6.	Investigate diversity in domestic organisations and evaluate its effectiveness

Learning and Teaching:

Blended delivery may include lectures, group work, collaborative web tools, case studies, application exercises, industry speakers, and self-directed learning.

Topics:

Added value of domestic and international/global HRM to the organization, market remuneration reviews and benchmarks, electronic and web based HRM practices, market trends for seeking talent, talent management, employee development, motivation and leadership, diversity management, HR related technologies for e-recruitment and virtual teams, change management and support mechanisms, strategic management

Assessment:

Weighting	Nature of assessment	Learning outcomes
60%	Individual Assignment	1, 2, 3, 6
30%	Group-Project Based Learning	4,5
10%	Group Presentation-Project Based Learning	4,5

Learning resources required:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Version Tracking:

<i>Version No.</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>
1	Sem 2, 2015	FAC/AB 27 May 2015	
2	Sem 1, 2017		Title and learning outcome changes
3	2022-Sem2	AAC 16/11/2021 NZQA 28/4/2022	New course added.

BSNS7162: Business Analytics					
Course number:	BSNS7162	Level:	7	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	Management & Marketing	Compulsory			
Requisites / Restrictions:	Pre-requisites: BBus: BSNS 6340, ACTY5401. GDB: Relevant Academic Approval.				
Other programmes:	GDipBus Operations, HR				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To enable students to analyse and apply business information to support organisational decision making.

Learning Outcomes:	
1.	Apply univariate data analysis and bivariate statistical analysis to solve business problems.
2.	Design and analyse information needs from functional areas and apply reporting metrics to solve business problems.
3.	Explore data driven analysis using an analytical software for decision making.
4.	Design and describe the business analytics IT framework.

Learning and Teaching:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Topics:

Business intelligence systems, customer relationship management, big data, performance measurement and analysis, statistical analysis, performance level agreements, accounting reports for decision making

Assessment:

Weighting	Nature of assessment	Learning outcomes
35%	Assignment 1 (Statistics)	1 & 3
35%	Assignment 2 (Analytics case study)	2 & 4
30%	Group Assignment	2 & 3

Learning resources required:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Version Tracking:

Version No.	Effective from	Approved by	Description of change
1	Sem 1 2016	PC 9/10/2015	
2	Sem 1, 2018	PR 12.02.17	Changes to course LOs, assessments & resources.

3	Sem 2, 2019	PR 26.04.19	Changes to course assessments
4	Sem 1,2020	PR January 20	Minor changes to course assessments
5	Sem 1, 2021	AAC 11/02/2021	Minor changes to assessment, topics and learning resources
6	Sem 2 2022	AAC 16/11/2022 NZQA 28/4/2022	Change to course requirements
7	Sem 2 2023	AACSC 03/07/2023	Changes to course assessments

BSNS7340: Organisational Strategies					
Course number:	BSNS7340	Level:	7	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	Marketing and Management			Compulsory	
Requisites / Restrictions:	Pre-requisites: BBus: BSNS6340. GDB: Relevant Academic Approval.				
Other programmes:	GDipBus				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To enable students to participate in the development of corporate and functional strategies using market intelligence.

Learning Outcomes:	
1.	Analyse strategic information for an organisation.
3.	Formulate an ethical business strategy, which includes performance targets for functional areas of an organisation.
3.	Develop strategies for functional areas which comply with the overall business strategy and other functional strategies.
4.	Plan for evaluation and control of functional strategies

Learning and Teaching:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Topics:

Environmental scanning, external and internal, external analysis, including globalisation, climate change, emerging markets, risks. Resource availability/constraints, maintaining sustainability (triple bottom line), strategy formulation, mission, objectives, policies, strategic positioning, Strategy implementation, programme, tactics, budgets, procedures, functional strategy, managing innovation, evaluation and control

Assessment:

Weighting	Nature of assessment	Learning outcomes
30%	Team with and individual component: External analysis, company positioning, overall company strategy.	1
40%	Individual assignment: Develop performance targets and a functional strategy.	3 - 4
30%	Test: Including essay/case study and Multiple-Choice Questions	2

Learning resources required:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Version Tracking:

<i>Version No.</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>
1	Sem 1 2016	PC 11/11/2015	
2	Sem 2 2019	PR 21/01/2019	Minor changes to assessments
3	Sem 2 2022	AAC 16/11/2021 NZQA 28/4/2022	Change to course requirements
4	Sem 2 2023	AACSC 03/07/2023	Changes to assessments

BSNS7350: Applied Operations Management					
Course number:	BSNS7350	Level:	7	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	Management	Compulsory			
Requisites / Restrictions:	Pre-requisites: BBus: BSNS6350. GDB: Relevant Academic Approval.				
Other programmes:	GDipBus (operations)				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To enable students to participate effectively in the investigation of an operations-related programme for improvement and change.

Learning Outcomes:	
1.	Evaluate the particular challenges of leading and improving operations in New Zealand.
2.	Develop a range of possible solutions to manage and improve selected operations issues.
3.	Recommend a solution using data informed decision-making techniques.
4.	Design, present, and defend a detailed project plan for leading a programme to improve operations processes in a New Zealand-based enterprise.
5.	Reflect on the application of own and others' strengths, skills and abilities to lead an effective team.

Learning and Teaching:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Topics:

Productivity enhancement, technology transfer, environmental sustainability, business growth, new venture creation, risk mitigation, costs and benefits of operations solutions, integrated operations management, improvement team

Assessment:

Weighting	Nature of assessment	Learning outcomes
50%	1 Team Consultancy Project (Report and oral presentation)	1,4
20%	2 Professional Reflective Learning Journal	All

30%	3 Class Test	2, 4
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Learning resources required:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Version Tracking:

<i>Version No.</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>
1	Sem 2, 2015	PC 20 May 2015	
2	Sem 1 2017	QAB 8 Oct 2016	Change to Course title
3	Sem 1 2017	QAB 17 Nov 2016	Change to Learning Outcome
4	Sem 2 2019	PIC 01 July 2019	Change to Nature of Assessment 3 and Assessment weighting
5	Sem 2 2022	AAC 16/11/2021 NZQA 28/4/2022	Change to course requirements

BSNS 7370: Marketing Strategy

Course number:	BSNS 7370	Level:	7	Credits:	15
Main programme:	GDip Business				
Pathway(s):	Marketing	Compulsory			
Requisites / Restrictions:	Pre-requisites: BSNS 6370 / APMG 6370, Co-requisites: BSNS 7340 Restrictions: APMG7370				
Other programmes:					
NZSCED field of Study:	080301	Delivery mode:	Face to Face		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To enable students to understand the factors and techniques that help to develop and implement a sound marketing strategy

	Learning outcomes:
1.	Review the market led approach to the marketing strategy development process
2.	Appraising the total marketing operation in an organisation
3.	Evaluate the techniques available to examine the current situation and determine available strategic options for managers
4.	Critically evaluate the factors that have to be considered in strategy formulation and selection
5.	Analyse the barriers to effective implementation of strategy

Learning and Teaching:

Classroom based delivery in the form of lectures, group work, collaborative web tools, case studies, application exercises, industry speakers and self-directed learning.

Learning outcomes will be achieved through the application of a selection of student-centred learning activities derived from the principles of the Living Curriculum.

Students will be encouraged to converse through peer group discussion and in-class conversation with the lecturer. Discussion forums will be available on Moodle to encourage on-line conversation. The course will focus on practical case studies, exercises and activities with the use of real businesses and/or publicly available data. Both contemporary issues and/or topical issues in current research may be used in activities.

Students' learning will be reinforced by formative assessment activities such as class discussions and in-class activities, summative assessment activities that develop skills in literacy, researching and technical areas. Reflection and analysis will form an integral part of the learning experience.

Topics:

Enable the students to understand the theoretical concepts, techniques and models that underpin the strategy development process, build practical skills associated with the strategy development process, enable students to justify their strategic recommendations, develop an understanding of key elements of strategy implementation and control.

Assessment:

Weighting	Nature of assessment	Learning outcomes
20%	Assignment 1 – Literature Review	1
35%	Assignment 2 – Marketing Audit	2-4
45%	Assignment 3 – Report	3-5

Learning resources:**Prescribed text:**

Please refer the Booklist

Recommended texts:

Please refer the Booklist

Students are required to access Moodle and the internet for materials relevant to this course.

Version Tracking:

<i>Version No.</i>	<i>Date of Change</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>

BSNS 7373: Applied Digital Marketing

Course number:	BSNS 7373	Level:	7	Credits:	15
Main programme:	Bachelor of Business				
Pathway(s):	Marketing	Compulsory			
Requisites / Restrictions:	Pre-requisites: 45 credits at Level 6				
Other programmes:	GDBus				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To enable students to explore the Internet and other forms of technologies are being used to transform business.

Learning outcomes:	
1.	Critically analyse the use and applicability of Digital Marketing from a practitioner's perspective.
2.	Understand the implications of digital marketing for various sectors and business configurations
3.	Develop an integrated and inter-disciplinary approach towards digital marketing
4.	Critically evaluate the role of digital marketing and the way in which it interlocks and interacts with existing business
5.	Develop a digital marketing strategy and implement it using Internet-related information technologies
6.	Create effective and successful Digital Marketing entrepreneurs and strategists
7.	Appraise new technological developments and their implications for marketers
8.	Develop and work effectively to create and implement Digital Marketing strategies within organisations

Learning and Teaching:

A mix of lectures class discussions, case study visiting lecturers, on-line and web-based resources will combine to enhance the lecture-based learning.

Topics:

Introduction to E-Commerce and E-Marketplaces, overview of electronic commerce, E-marketplaces, internet consumer retailing, retailing in electronic commerce, consumer behaviour, market research, and advertisement, business-to-business E-Commerce, other EC models and applications, innovative EC systems, mobile computing and commerce and pervasive computing, EC support services, dynamic trading, E-auctions, bartering, negotiations, order fulfilment, eCRM, and other support services, EC strategy and implementation, E-Commerce strategy and global EC, economics and justification of electronic commerce, launching a successful online business and EC projects, legal, ethical, and compliance issues in EC, social networks and industry disruptors in web 2.0.

Assessment:

Weighting	Nature of assessment	Learning outcomes
20%	Online Advertising Strategy	1,4,5,6,7,8 Wk 5
30%	Quizzes	1,3,7 Wk 10
30%	Online Marketing Campaign	1,2,4,5,8 Wk 6,13
20%	Industry Certification	1,3,6 Wk 11

Learning resources required:**Recommended text:**

Please refer to the current programme booklist or my course details

Students are required to access Moodle and the internet for materials relevant to this course.

www.thedomm.com

Facebook; <http://www.facebook.com/#!/group.php?gid=104981291451>

You tube: <http://www.youtube.com/watch?v=8UaYyWOaln4> (2 years running now)

Ning: <http://thedomm.ning.com/>

Version Tracking:

<i>Version No.</i>	<i>Date of Change</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>
1	09 June 2016	Sem 2 2016	FAC/AB	
2	8 Oct 2016	Sem 1 2017	QAB	Change to Course title
3	15 Feb 2017	Sem 1 2017	ADC Approval	Changes to course assessment elements

BSNS 7452: Advanced Sales Management

Course number:	BSNS 7452	Level:	7	Credits:	15
Main programme:	GDBUS			Elective	
Pathway(s):	Sales Management and Marketing				
Requisites / Restrictions:	Pre-requisites: BSNS 6373 or APMG 6373				
Other programmes:					
NZSCED field of Study:	080301	Delivery mode:	Face to Face		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To enable students to critically examine the current models and processes in strategic sales management and to propose strategic sales interventions appropriate to New Zealand and international situations.

	Learning outcomes:
1.	Appraise the concepts and principles of strategic management in relation to their application to the management of sales and the selling function
2.	Critically examine current and potential competitive strategies for positioning a New Zealand company's sales functions within a chosen market, either national or international
3.	Evaluate the use of financial planning techniques in strategic sales management
4.	Critically examine the process of developing a strategic sales plan
5.	Examine and critically review trends within, and development of, sales theories and issues

Learning and Teaching:

Learning outcomes will be achieved utilising a selection of "Living curricular" based activities such as conversations with lecturers, fellow students and guest lecturers from industry (as and when appropriate), video clips, lectures, and class exercises. These form a basis to stretch student understanding of topics in the course and to *utilise* academic literacy for the discipline area. Student work will require both individual and collective activities; using student centred, enquiry led learning experiences, reinforced by formative assessment activities (spot tests, class discussions, written exercises, on-line discussions etc), Reflection and analysis of both the learning outcomes and the process involved forms an integral part of the learning experience. In all respects, this course will be presented in terms of the Department's Policies, Practices and Philosophies as detailed in Section 7.2 of the Graduate Diploma in Business definitive document. This descriptor will comply with the department's assessment philosophy (ref section 7.1 of the Graduate diploma in Business definitive document).

Topics:

Strategic sales management define, strategy versus tactics, sales strategies in relation to marketing strategies, strategic planning in sales, strategic analysis, management of sales structures and growth, international sales management, financial aspects - contribution, cost control, break even, marginal returns, promotional costs.

Assessment:

Weighting	Nature of assessment	Learning outcomes
20%	An individual report on nominated topics in an New Zealand context	1-2
40%	An individual literature review and critique in relation to applicability and functionality in the New Zealand context	3-4

40%	An individual field research project into current and suggested practice in New Zealand companies	All
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These assessment items are designed to utilise independent study in a supportive environment, whilst engaging in dialogue(s) with industry and other stakeholders to produce an output to industry expectations.

Learning resources:

No prescribed text:

Learning resources recommended:

Manalo, E., Wong-Toi, G. & Bartlett-Trafford, J. (2009). *The business of writing: Written communication skills for business students* (3rd ed.). North Shore, NZ: Pearson Prentice Hall.

www.thedomm.com

Facebook; <http://www.facebook.com/#!/group.php?gid=104981291451>

You tube: <http://www.youtube.com/watch?v=8UaYyWOaln4> (2 years running now)

Ning: <http://thedomm.ning.com/>

Version Tracking:

<i>Version No.</i>	<i>Date of Change</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>

BSNS 7454: Strategic Brand Management

Course number:	BSNS 7454	Level:	7	Credits:	15
Main programme:	GDBUS	Elective			
Pathway(s):					
Requisites / Restrictions:					
Other programmes:					
NZSCED field of Study:	080301	Delivery mode:	Face to Face		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		111	150

Outcome Statement:

To provide a platform of knowledge that advances current theoretical and practical understanding of the future strategic role of brands in marketing, business and society, thereby developing the practical skills required to create a brand strategy.

	Learning outcomes:
1.	Understand the current and future strategic role of brands in marketing, business and society
2.	Develop a brand from research-based customer perceptions through to a branding strategy that can be implemented
3.	Critically evaluate the role of brands in strategy and policy
4.	Appreciate the role of qualitative research in brand development
5.	Interpret the operational and strategic implications of qualitative results in brand development
6.	Provide an oral presentation of research findings to a professional standard

Learning and Teaching:

A mix of lectures class discussions, case study visiting lecturers, on-line and web-based resources will combine to enhance the lecture-based learning.

Topics:

Brands & brand management, customer-based brand equity, brand positioning, choosing brand elements to build brand equity, designing marketing programs to build brand equity, integrating marketing communications to build brand equity, leveraging secondary brand associations to build brand equity, service branding, developing a brand equity measurement and management system, measuring sources of brand equity: capturing customer mindset, measuring outcomes of brand equity: capturing market performance, designing and implementing branding strategies, not for profit/social market brand discussion, introducing and naming new products and brand extensions, online branding, managing brands over time, managing brands over geographic boundaries and market segments.

Assessment:

Weighting	Nature of assessment	Learning outcomes
25%	Test	1,3
30%	Assignment 1	2,4
5%	Presentation	2,4
40%	Assignment 2	2,4,6
5%	Presentation	2,4,6

Learning resources:

Prescribed text:

Please refer to Booklist

Recommended text:

Please refer to Booklist

Students are required to access Moodle and the internet for materials relevant to this course.

Version Tracking:

<i>Version No.</i>	<i>Date of Change</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>
	25 Feb 2015	Sem 1 2015	PC	

BSNS7474: Social Media Marketing

Course number:	BSNS7474	Level:	7	Credits:	15
Main programme:	Bachelor of Business (Marketing)			Elective	
Pathway(s):	Marketing				
Requisites / Restrictions:	45 credits at level 6 or above				
Other programmes:	Graduate Diploma in Business (Marketing and Sales) Relevant Academic Approval				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39	N/A	111	150

Outcome Statement:

Students are expected to attend a minimum of 90% of scheduled classes and attempt all assessment events for this course in order to achieve a pass grade. The final grade will be determined by quizzes, a social media blog, case study, and an applied social media marketing project.

Learning Outcomes:	
1.	Investigate how social media contributes to the broader business and marketing strategies of an organisation.
2.	Analyse the social media practice of an organisation to set measurable and specific goals for improvement.
3.	Select and implement social media analytics tools to measure the return on investment (ROI) for social media activity.
4.	Design a platform-specific social media plan, focusing on tools and channels that align with an organisation's marketing goals.

Learning and Teaching:

Blended delivery may include lectures, group work, collaborative web tools, case studies, application exercises, industry speakers, and self-directed learning.

Topics:

Social media as a contemporary marketing practice, social media characteristics and functionality, consumer engagement, social media communities, and brand value, principles and ethics of social media marketing, marketing research using social media, social media and strategy planning, social media advertising and content creation, SEO and content marketing, social media ROI

Assessment:

Weighting	Nature of assessment	Learning Outcomes assessed
10%	Industry Certification (Individual) Pass criteria: To be awarded certification, students must attain at least 80% on the exam.	1 & 3
50%	Individual Assessment	1, 3 & 4
40%	Social Media Case Study Analysis (Individual)	2

	Pass criteria: Completion of all elements of the assessment (critique and recommendations)	
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Learning resources:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Version Tracking:

<i>Version No.</i>	<i>Date of Change</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>
1	02.05.17	Sem 2, 2017	PR	Removal and replacement of pre-requisite.
2	13.12.17	Sem 1, 2018	PR	Change to course assessment schedule.
3	19 April 2018	Sem 2, 2018	PR	Changes to course assessments.
4	26 April 2019	Sem 1, 2019	PR	Changes to course assessments
5	19 July 2021	Sem 2 2021	AACSC	Changes to course assessments
5.1	04 July 2024	Sem 2 2024	AACSC	Changes to Assessment Type Removal of one assessment

BSNS7575: Search Engine Optimisation (SEO)

Course number:	BSNS7575	Level:	7	Credits:	15
Main programme:	Bachelor of Business			Compulsory	
Pathway(s):	Marketing				
Requisites / Restrictions:	Pre-requisites: BBus: 45 credits at level 6 or above. GDB: Relevant Academic Approval.				
Other programmes:	GDip Bus				
NZSCED field of Study:	080301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
39		81	150

Outcome Statement:

Students will gain knowledge and practical experience in Search Engine Optimisation (SEO) best practices.

Learning Outcomes:

1.	Apply SEO principles and practices to develop an SEO Strategy
2.	Evaluate the online visibility of a website by SEO audit
3.	Develop website visibility and traffic through the application SEO techniques
4.	Demonstrate ethical SEO practices.

Learning and Teaching:

Blended delivery may include lectures, group work, collaborative web tools, case studies, application exercises, industry speakers, and self-directed learning.

Topics:

Search Engine Basics (understanding search engine results, algorithm based ranking systems, determining searcher intent), On-page & Off-page SEO, auditing an existing site to identify SEO problems, competitor analysis, benchmarking: Current indexing status, organic rankings, and current traffic (sources and volume), tracking results and measuring success, black, white and grey hat thinking, keyword research and analysis methodology for SEO, SEO and rank tracker tools.

Assessment:

Weighting	Nature of assessment	Learning outcomes
35%	SEO Audit and On page recommendations (Group)	1, 2, 3, 4
30%	Keyword Research (Group)	1, 3,
35%	Off page plan (individual)	1, 3, 4

Learning resources required:

Specific readings, multimedia and other teaching and learning materials will be provided to students via the current BBS education platform (Moodle)

Version Tracking:

Version No.	Date of Change	Effective from	Approved by	Description of change
1	16/11/2021	Sem 2 2022	AACSC	Change to course requirements
1.1	04/07/2024	Sem2- 2024	AACSC	Amendment to Assessment