

## Qualification details

<b>Title</b>	<b>New Zealand Certificate in Business (Administration and Technology) (Level 4)</b>		
<b>Version</b>	1	<b>Qualification type</b>	Certificate
<b>Level</b>	4	<b>Credits</b>	60
<b>NZSCED</b>			
<b>DAS classification</b>			
<b>Qualification developer</b>			
<b>Next review</b>	Mmmm YYYY		
<b>Approval date</b>	Dd Mmmm YYYY		
<b>Strategic purpose statement</b>	<p>The purpose of this qualification is to provide New Zealand business entities with people who have business administration and technology skills, and who are or can be employed in a range of office administration roles.</p> <p>Graduates of this qualification will benefit New Zealand business entities by having technical and administrative skills that can contribute to improving performance and productivity.</p> <p>Graduates of this qualification will be able to apply business technologies to perform a wide range of administrative duties and tasks under broad guidance in a bi- and multi-cultural environment.</p>		
<b>Outcome Statement</b>	<b>Graduate profile</b>	<p>Graduates of this qualification will be able to:</p> <p><b>Technical knowledge and skills (36 credits)</b></p> <ul style="list-style-type: none"> <li>• Select and apply business applications and technological devices to provide administrative services to meet business entity needs.</li> <li>• Select and use relevant software applications to produce complex documents to meet requirements of the business entity.</li> <li>• Perform financial calculations, process data, and produce information for business purposes, with some direction.</li> <li>• Maintain administrative systems and processes and make recommendations for improvements, to meet business entity needs.</li> </ul> <p><b>People skills (10 credits)</b></p> <ul style="list-style-type: none"> <li>• Communicate to develop relationships with stakeholders</li> <li>• Collaborate and contribute to the achievement of team objectives</li> <li>• Select and apply customer service techniques, to consistently meet stakeholder expectations</li> </ul>	

		<p><b>Cognitive skills (5 credits)</b></p> <ul style="list-style-type: none"> <li>• Work independently and show initiative for achieving goals.</li> </ul> <p><b>Affective skills (7 credits)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate professional and ethical behaviour, in a socially and culturally appropriate manner</li> <li>• Manage self and organise others to contribute to the entity's performance</li> </ul> <p><b>Business environment (2 credits)</b></p> <ul style="list-style-type: none"> <li>• Comply with legislation and other external requirements for the entity</li> </ul>
	<p><b>Education pathway</b></p>	<p>This qualification may build from ...</p> <ul style="list-style-type: none"> <li>• NCEA Level 1, 2 or 3</li> <li>• NZ Certificate in Business (Administration and Technology) (Level 3)</li> <li>• NZ Certificate in Business (Introductory Team Leadership)(Level 3)</li> <li>• NZ Certificate in Business (Self –employment)(Level 3)</li> <li>• The proposed NZ Certificate in Computing (Level 3)</li> </ul> <p>Achievement of this qualification may lead to ...</p> <ul style="list-style-type: none"> <li>• NZ Diploma in Business (Administration and Technology) (Level 5)</li> <li>• NZ Certificate in Business Accounting Support Services) (Level 4)</li> <li>• NZ Certificate in Business (Small Business) (Level 4)</li> <li>• NZ Certificate in Business (First Line Management) (Level 4)</li> <li>• The proposed NZ Certificate in Computing (Advanced) (Level 4)</li> <li>• The proposed NZ Diploma in Information Systems (Level 5)</li> </ul> <p>or may pathway into relevant industry Certifications or other level 4 or 5 qualifications.</p> <p>This qualification may equip graduates towards achievement of Association of Administrative Professionals of New Zealand's (AAPNZ) Provisional Certification.</p>
	<p><b>Employment and/or community pathway</b></p>	<p>Graduates of this qualification will have the skills and knowledge to work, or gain employment, in a wide range of general office administration roles in a variety of sectors.</p> <p>These may include: a sole-charge role in a small business entity, senior receptionist, customer relationship roles, personal assistants and secretaries, lead administrator, front line customer service roles, contact centre operators, office support workers, web administrator, service desk coordinator.</p>

## Qualification specifications

<b>Qualification award</b>	
<b>Arrangements for managing consistency</b>	
<b>Credit transfer and recognition of prior learning arrangements</b>	
<b>Minimum standard of achievement and standards for grade endorsements</b>	
<b>Entry requirements (including prerequisites to meet regulatory body or legislative requirements)</b>	

## Qualification conditions

### Overarching conditions relating to the qualification

<b>Conditions for programme structure</b>	Outcomes in the following sections of the graduate profile will be embedded throughout programme design and delivery, and assessment: People skills, Cognitive skills, Affective skills.
<b>Conditions for programme context</b>	<p>Programme design and delivery, and all assessment will be conducted in and for the context of a real or realistic business entity, and in light of the requirements of that context</p> <p>A business entity can be an organisation, or a commercial or other enterprise, not necessarily for profit</p>
<b>Other conditions</b>	

### Specific conditions relating to the Graduate profile

<b>Qualification outcomes</b>	<b>Indicative Credits</b>	<b>Conditions</b>	<b>Mandatory or Optional</b>
Select and use relevant software applications to produce complex documents to meet requirements of the business entity	15 credits	'Complex' means multiple interrelated components	Mandatory
Communicate to develop relationships with stakeholders		'Communicate' must emphasise written and oral skills 'Stakeholders' include internal and external stakeholders	Mandatory
Select and apply customer service techniques, to consistently meet stakeholder expectations		'Stakeholders' include internal and external stakeholders	Mandatory
Demonstrate professional and ethical behaviour, in a socially and culturally appropriate manner		"Professionally" includes attitudes, qualities and behaviours "Socially" must consider,	Mandatory

			amongst other things, environmental, community and sustainability expectations “Culturally” must be interpreted as being wider than ethnicity Explanatory - It is the context that sets the level for assessment, one should not act less ethically at lower levels of the NZQF than at higher levels: the context within which one acts will be more complex at higher levels.	
--	--	--	---	--

## Transition information

Replacement information	
(Write any additional transition information here or delete the row)	