WORKPLACE HANDBOOK

NATIONAL DIPLOMA IN BUSINESS LEVEL 6

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Imperial College of New Zealand

1. Welcome to Imperial College of New Zealand

Thank you for choosing the National Diploma in Business L6. We hope you are enjoying your learning at Imperial College of New Zealand and look forward to participating in your workplace assessments.

2. Programme Introduction

The Aim of the National Diploma in Business L6

The aim of this programme is to provide Students with a broad theoretical knowledge of budgeting and financial control, marketing strategy and planning, Change management, Innovation and organisational development, purchase and supply management and franchising options in New Zealand. Students will have theoretical knowledge and practical skills to make contributions to business risk planning, change management and organisational performance in a range of business contexts.

The National Diploma in Business L6 leads to entry level positions for a career in any generic business and may lead to a business related discipline at university or polytechnic. On successful completion graduates are awarded with the National Diploma in Business L6. This qualification is widely recognised by employers throughout New Zealand.

People who have achieved this qualification have demonstrated the skills, knowledge, and competence to undertake a range of business activities, and to carry out specific roles within business.

The Learning outcomes of the National Diploma in Business L6

On successful completion of this qualification, graduates have skills and theoretical knowledge of change management theory; budgeting and financial control; innovation and entrepreneurship; marketing; purchase and supply management; franchising; organisational development; risk management and performance management.

Educational Outcomes
On completion of this qualification a student graduates with;
- Practical skills associated with providing accounting services,
- Practical skills associated with processing business information and meetings,
- Practical skills associated with communicating in the business environment,
- Practical skills associated with marketing activities and planning a marketing campaign,
- Practical skills associated with HRM for NZ business enterprise,
- Practical skills associated with applying NZ business law to given situations
- Practical skills associated with contributing to strategic efforts of a business enterprise.

NZQA expects that a student graduating with a Level 6 diploma qualification will demonstrate the following:

Purpose
A Diploma at Level 6 qualifies individuals with theoretical and/or technical knowledge andskills in specialised/strategic contexts.

Outcomes
A Graduate of a Level 6 diploma programme is able to:
- demonstrate specialised technical or theoretical knowledge with depth in a field of work or study
- analyse and generate solutions to familiar and unfamiliar problems
- select and apply a range of standard and non-standard processes relevant to the field of work or study
- demonstrate complete self-management of learning and performance within dynamic contexts
- demonstrate responsibility for leadership within dynamic contexts

3. Workplace assessments

No	Unit	Unit Title	L	C	V
1	8502	Develop initiatives for managing improvement and change processes	7	12	6
2	25778	Manage risk in an organisation	6	10	3
3	7448	Review and report on organisational performance against operational plans and objectives	6	10	5

Introduction US8502:

No	Unit	Unit Title	L	C	V
1	8502	Develop initiatives for managing improvement and change processes	7	12	6

Outcome 1

Develop a culture conducive to productive change and improvement.

Evidence requirements

1.1 Organisational scanning method applied identifies opportunities for continuous improvement and productive change.

Range: opportunities – linear, non-linear, incremental, breakthrough.

1.2   Participation in, and contribution to the search for, beneficial change characterise the strategic intent, and are drawn from people throughout the organisation.

1.3   Positive values accorded to change are recognised and communicated throughout the organisation, with recognition and reward commensurate with contribution.

1.4   Opportunities are taken to promote the benefits of change activities to stakeholders, and to create a positive climate of acceptance and support.

1.5   Resources allocated to the processes of idea generation, feasibility study, technology, and market assessment and project formulation demonstrate the commitment of the organisation to the management of change.

Outcome 2

Lead and manage change and improvement processes within an organisation.

Evidence requirements

2.1   Alternative change options and processes are evaluated, and selection is made and justified in terms of feasibility, usefulness, and congruence with organisational objectives.

2.2   Change management roles are clarified and assigned to specified people (or self-assigned) as a means of using, developing, and enhancing their skills.

        Range: change management roles include – change sponsor, change agent, change participant; evidence of knowledge and understanding of role contributions, competencies, and relationships to the success of a change project.

2.3   Assessment of contextual factors identifies their contribution to the successful management of change, and strategies developed strengthen positive factors, and remove or minimise adverse factors.

        Range: contextual factors include but are not limited to – organisation culture and values, environmental pressures, management style, participation, communications.

2.4   Development of viable strategies overcomes resistance to change, based on identified reasons for resistance, and builds support for change.

2.5   Protection and support provided to change projects' participants enable them to function creatively in conditions of uncertainty and risk, including the freedom to fail.

2.6   Advice and assistance are provided only so far as necessary to allow progress to be maintained and to enable individuals and groups to work autonomously.

2.7   The ways in which advice and support are provided confirm joint commitment to change goals, demonstrate trust in those carrying out the work, give encouragement, and reinforce confidence.

Introduction US25778:

No	Unit	Unit Title	L	C	V
2	25778	Manage risk in an organisation	6	10	3

Outcome 1

Develop a framework for applying risk management processes in an organisation.

Evidence requirements

1.1   Context description is consistent with the organisation's mission, core values, strategic goals, objectives, procedures, stakeholders' concerns, and risk management policies.

Range: context – as defined and described in AS/NZS ISO 31000: 2009 *Risk management – Principles and guidelines*; stakeholders – internal and external to the organisation.

1.2   A framework for applying risk management processes for an organisation is developed in accordance with AS/NZS ISO 31000: 2009 *Risk management – Principles and guidelines*.

1.3   The framework developed for applying risk management processes in an organisation, and how it will be monitored and reviewed to provide continual improvement of the framework, is explained in terms of AS/NZS ISO 31000: 2009 *Risk management – Principles and guidelines*.

Introduction US7448:

No	Unit	Unit Title	L	C	V
3	7448	Review and report on organisational performance against operational plans and objectives	6	10	5

Outcome 1

Review and report on an organisation's performance against business plans and objectives.

Evidence requirements

1.1   Analysis measures performance against strategic direction and business plans and objectives.

1.2   Evaluation identifies necessary changes in the business plans and/or objectives.

1.3   Report is concise, logical, and timely, in accordance with organisational requirements.

1.4   Report conclusions and recommendations are based on reasoned analysis and justified by supporting evidence.

4. QMS Policy 5.5 – Workplace Learning

Responsibility for the policy
The CEO is responsible for the implementation of this policy and procedure and to ensure staff and students are aware of its application and that staff implement its requirements.

Purpose of the policy
The purpose of this policy is to define the system used to determine that all the responsibilities of all parties – Imperial College of New Zealand and its employees, students, employers, and others who are involved in work experience placement of programmes – are clearly established and documented planning, implementation, monitoring and review of procedures to manage the risk of delivery off-site.

Statutory obligations for the policy
- Education Act 1989
- Health and Safety in Employment Act 1992
- Crimes Act 1991/Common Law/Contract Law
- And any subsequent amendments

Background to the policy
Working in the community will give the student much needed confidence and provide practical evidence of the value of their studies. Working with local industry provides the opportunity for staff and students to work collaboratively with local community and share knowledge and resources.

Courses may have a requirement for assessments to take place in the work place environment, or the workplace-integrated learning is seen as an invaluable learning methodology for the implementation of theory.

Policy statement
Course design recognises the value of work experience placement as part of vocational training. Imperial College of New Zealand also values close contact withindustry, professional bodies and community groups.

Health and Safety issues/requirements will be clear to all parties involved in the activity prior to the student undertaking the placement. Standards set will meet all legislative requirements, relevant industry and professional codes of practice, and guidelines for the activity concerned.

In general students should have completed successfully one semester of studies in the qualification before a placement is offered.
All documentation required for a placement must be completed before any student is engaged in any school approved work placement programme.

Where students are placed in a work experience placement they need to understand that there are costs involved which they will have to meet.

While students are in a placement programme staff who are released from class teaching duties will be required to visit and supervise students on their placement.
Procedures for the policy

1. Only students in a qualification programme will be placed in a work experience programme.
2. The following documents to be kept ready by teaching staff before the start of the workplace:
   2.1 The time students will spend at the work place and the number of students likely to be involved.
   2.2 The names and businesses of the employment sites where students are likely to be placed
   2.3 The assessment instrument to be used for the placement
   2.4 The student handbook for the placement
   2.5 The likely weekly cost to the student for each of the placement days/weeks
   2.6 The time frame by which significant items must be completed to ensure a successful placement programme
   2.7 Financial implications for the placements [staff & resource costs]
   2.8 Details that the workplace/worksite will be assessed by the teaching staff for suitability to match the course content, the industry, the potential student and the effectiveness of the required learning outcomes and the appropriate opportunities for learning.
   2.9 Any other documents which are deemed to be necessary for approval to be given.
3. Once 2.1 to 2.9 is in place, the placement programme to be established and delivered.
   3.1 The placement programme may be for a set period of one or more weeks
   3.2 The placement programme could be for a single day in every week for the full duration of the term.
   3.3 A placement programme of one day only is not recommended except in special circumstances.
   3.4 Students who are currently employed part time alongside their studies may request a work placement in their own place of work.
      3.4.1 This will only be considered after the staff member responsible has ensured and deemed the work place suitable for the assessment needs.
      3.4.2 Where this is not possible the staff member should carefully advise the employer of the reasons why the placement will not take place.
4. The assessment instruments will need to be moderated and amended to gain final approval.
5. The listed employers will need to be finalised and briefed and documentation completed.
6. All student documentation needs to be distributed; completed by students and returned by the due date.
   6.1 Students cannot be placed until all documentation has been received;
   6.2 No student under 18 years of age will be placed in any work experience placement programme.

7. A group of staff may be involved in placing individual students in to the available placements on offer.
8. Students need to be briefed as to the requirements and the expectations, which they will be expected to meet.
9. Students need to be briefed about who will support them emotionally and culturally.
10. The assignment will need to be carefully explained to students.
11. If the placement is for longer than one week; a decision will need to be made whether students will return to school on one afternoon in each week for classes relating to the placements.
    11.1 This may include support sessions to complete assignment requirements;
    11.2 Resolving issues within the workplace;
    11.3 Resolving concerns expressed by the employer;
    11.4 Any other issues that have arisen.
12. In a placement of up to two weeks a staff member will visit once;
    12.1 In a placement longer than two weeks the staff member will visit at least once in every fortnight of placement.
13. Where the placement is for a full week or more students must be advised early as this may have implications for their part time employment elsewhere.
14. Students who for a variety of reasons are unable to be 'placed' in a suitable employment placement must be able to complete the assessment in another way.
    14.1 These students must be supervised and attend school in the usual manner
15. Students will be required to complete a comprehensive assessment for their placement and a copy of their final document will be presented to the employer.
16. At the end of the placement students will be expected to formally thank the workplace staff.
    16.1 This may be completed in a number of ways:
        16.1.1 Morning tea/afternoon tea;
        16.1.2 Thank you letters;
        16.1.3 Flowers ;
        16.1.4 Any other way.
17. Employers involved in the programme will be required to complete formal documentation and this must be returned before any student is placed there.
18. If there are any complaints during /after the placement programme these must be investigated immediately by staff.

Note: Students must attend 100% workplace hours in order to achieve the assessment. If it is found that student has not attended 100%, it will affect the outcome of the assessment. If the student is unable to attend any day/hour because of serious illness, evidence needs to be provided. Attendance will be marked and recorded in the answer sheets during workplace assessments. Students will be called on their workplace landline numbers on random basis (different timings) to ensure that student is present at the workplace. Attendance will be recorded accordingly.

The workplace experience documents are part of the placement programme and are attached as an appendix file to this policy. Any additional documents developed, as part of the placement programme should be filed in the appendix to this policy.

    a. Student Work Experience Placement Form
    b. Employment Work Experience Placement Form
    c. Supervisor Report Form
    d. Lecturer Visit Form

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