

# **Te Whakaaetanga me te Uiuitanga | Programme Acceptability and Consultation**

**Programme of Study:  
New Zealand Certificate in Business (Introduction  
to Team Leadership) (Level 3)  
Leading to the award of:  
2453 New Zealand Certificate in Business  
(Introduction to Team Leadership) (Level 3)**



**Te Pūkenga**

© Te Pūkenga - New Zealand Institute of Skills and Technology

All rights reserved. Te Pūkenga is the owner of the copyright in this publication. Other than as permitted by the Copyright Act, no part of this publication may be reproduced, copied or transmitted in any other form, or by any other means, without the prior written permission of Te Pūkenga, P.O. Box 19400, Hamilton 3244, New Zealand.

The electronic version of this document which is filed in Te Pūkenga E-Academic Library is the definitive version.

---

## Ngā Ihirangi | Contents

<b>1</b>	<b>New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3)</b> .....	<b>1</b>
1.1	Te Tūhono Kawenga Hōtaka   A Unified Portfolio of Programmes .....	1
1.2	Te Huanui Whakawhanake i te Hōtaka   Development Approach.....	2
1.3	Te Whakawhitinga ki te Tūhono Kawenga Hōtaka   Transition to the Unified Programme .....	3
	<b>Appendix 1: Te Hono o te Kahurangi   Qualification Details</b> .....	<b>4</b>
	<b>Appendix 2: Waeture ā-Hōtaka   Programme Regulations</b> .....	<b>6</b>
	<b>Appendix 3: Ngā Hua o te Ako me te hāngai ki Ngā Putanga Ako a te Taurira   Learning Outcomes and Assessment Mapped to Graduate Profile Outcomes</b> .....	<b>8</b>
	<b>Appendix 4: Akoranga   Courses</b> .....	<b>9</b>

---

# 1 New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3)

## 1.1 Te Tūhono Kawenga Hōtaka | A Unified Portfolio of Programmes

Te Pūkenga aims to develop a unified, sustainable, public network of regionally accessible vocational education programmes that have our ākonga (students) at the centre. This application for programme approval and accreditation forms part of the development of a national network of provision requiring partnerships and cooperation with co-responsibilities for programme delivery. This is consistent with Te Pūkenga academic delivery innovation strategic direction, which is aimed at establishing a coherent portfolio of programmes that will support ākonga, employers and industry to make informed decisions about future study and employment and achieve a sustainable network of ongoing delivery.

In order to develop a coherent portfolio of programmes that supports the above strategic direction, a unification process has been established that is aimed at achieving a future state of (in the main) one programme per qualification that supports and allows for a range of delivery modes, namely blended, distance and work-based learning. Currently, Te Pūkenga needs to work within the parameters of Programmes of Industry Training reporting via the ITR and Programmes of Study reporting via the SDR (as integrated NZ Programmes / Skills Standards and an integrated TEC reporting system are not yet available). The unified programme of study presented here unifies on-campus, blended and distance approaches, reported through the current SDR.

The unification process has been designed to employ a collaborative approach to redevelopment that will ensure that programme design meets the criteria set by [Te Pūkenga Charter](#) and our commitments under [Te Pae Tawhiti](#), our Te Tiriti o Waitangi Excellence Framework, and [Te Rito](#), our Ākonga at the Centre research project and reports. This approach also fulfills the expectations of the emerging Whiria Te Pūkenga (Mātauranga Māori Framework) and Te Pūkenga Ako Framework (Learning and Teaching Framework).

One of Te Pūkenga educational priorities is a relentless focus on equity and ensuring participation. Therefore, equity is integrated and embedded into Te Pūkenga operating model blueprint and business case. Te Pūkenga is also committed to putting ākonga at the centre of all we do, and working towards equity and success for ākonga of all genders, ethnicities, cultures and abilities, as outlined in our [Equity and Ākonga Success Strategy](#).

In 2020, Te Pūkenga commissioned the Ākonga at the Centre research project to gain insights from ākonga (and those that supported them) on the barriers and enablers to their success across the current learner journey. The project applied Te Tiriti o Waitangi inspired principles of excellence and used Critical Bicultural and Human Centred Design methodologies as a new and innovative approach for the public sector. The research led to three [Te Rito reports](#), focusing on Māori, Pacific and Disabled ākonga, respectively. [Te Rito](#) framework builds towards our Equity Outcomes framework, its purpose being to guide Te Pūkenga in its response to the unique needs of all ākonga, with a priority focus on Māori, Pacific and Disabled ākonga.

In accordance with Te Tiriti o Waitangi, Te Pūkenga is focused on ensuring our services work well and respond with excellence to the needs of Māori ākonga and their whānau, and to the aspirations of iwi and Māori communities throughout Aotearoa New Zealand. This objective comes from our Charter, our legislative mandate, and from the will of our Council, and is supported by the opportunities outlined in [Te Rito Report Part One](#). In working to achieve this objective, we know it is not Māori ākonga or communities that need to change to fit with us; rather it is our responsibility to ensure our services improve for the betterment of Māori.

In terms of the needs of Pacific ākonga, [Te Rito Report Part Two](#) indicated a range of opportunities to be taken up by Te Pūkenga. These range from targeted support for the wellbeing of Pacific learners to empowering and bringing effect to Pacific hopes and dreams for intergenerational development and prosperity. Te Pūkenga is committed to ensuring all Pacific ākonga and kaimahi feel that they belong, that their voices are heard, that the use of Pacific languages is normalised and that their cultures are valued.

In terms of the needs of Disabled ākonga, [Te Rito Report Part Three](#) indicated the need for Te Pūkenga to provide appropriate impairment-related learning support for Disabled ākonga to achieve their academic potential and to resolve barriers to learning. The research also indicated the need for mental wellbeing support, the reduction of financial barriers, a focus on the development of digital literacy skills and ensuring access to the physical learning environment. Te Pūkenga has developed a national strategic disability action plan, which incorporates the Enabling Good Lives principles. The National Strategic Disability Action Plan implements the Accessibility Charter across Aotearoa New Zealand and supports consistent data collection on Disabled ākonga, and training. The plan provides a unified national strategy across Te Pūkenga and was developed with ākonga and kaimahi (staff). The plan provides a comprehensive road map towards a vocational system that hears the voices of Disabled ākonga and what they need to succeed.

The unified programme presented here contributes to the ability of Te Pūkenga to offer a coherent portfolio of programmes that responds to the needs of ākonga, industries, iwi, hapū, hapori, Māori communities and Pacific communities. This also begins to take us towards addressing some of the inequities that exist for priority ākonga.

## **1.2 Te Huanui Whakawhanake i te Hōtaka | Development Approach**

The New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3) qualification was updated, with version 2 of the qualification published in July 2020. The last date for assessments to take place for Version 1 of this qualification is 31 December 2023. This level 3 qualification replaces the National Certificate in Business (First Line Management) (Level 3) [Ref: 07143], which has now been discontinued. Therefore, rather than each network partner dedicating time and resource to develop programmes of study for the new version individually, all currently offered programmes were reviewed using the criteria listed below, and a new programme has been designed from these to meet the requirements of the updated qualification and to become the unified programme of study.

The programme of study presented here is based on a collaborative design process across the following Te Pūkenga network partners:

- Eastern Institute of Technology (EIT)
- Northern Institute of Technology (NorthTec)
- Southern Institute of Technology Ltd (SIT)
- Waikato Institute of Technology Ltd (Wintec)

The collaborative design process was supported by two groups: (i) a Steering Group with representation from every relevant network partner, i.e., every network partner delivering programmes of study in the broad discipline area of Business and (ii) a Working Group tasked specifically with the unification of this programme of study. The Workforce Development Council was included in the Steering Group membership and has thus been engaged in the unification process. The functions of the Steering Group were defined in a mutually agreed Terms of Reference, and included the following:

- oversight of the development of a single unified programme for each qualification Te Pūkenga delivers in the discipline area

- leading engagement with regional internal and external partners (including (i) relevant regional industry, including Māori and Pacific employers; (ii) communities at a local level, including hapū and iwi, and Pacific communities; (iii) Te Pūkenga kaimahi; and (iv) ākonga)
- steering programme unification work and providing advice and support to Working Groups

The Working Group of members from the collaborating Te Pūkenga network partners listed above worked collaboratively to develop a unified programme of study based on the existing programmes that met the following programme selection criteria:

- Version changes or accreditation/regulatory body changes have already been made.
- The programme was developed in close partnership with industry, hapū, iwi and Pacific communities.
- The programme was updated within the past three years.
- Minor updates to the programme will allow it to align with Te Pūkenga Charter.
- The programme already enables multiple modes of delivery.
- Te Tiriti o Waitangi is evident across the programme.
- The programme is ākonga-centred and allows a focus on under-served ākonga (Māori, Pacific, Disabled) and adult and second-chance ākonga).
- Minor updates to the programme will enable it to align with industry and community needs and allow regional flexibility.
- The programme addresses identified future needs of ākonga, industry and community.

### 1.3 Te Whakawhitinga ki te Tūhono Kawenga Hōtaka | Transition to the Unified Programme

As is clear from the above, the unification of this programme of study was achieved by means of **transition** to a single unified programme, developed on the basis of existing approved programme offerings that were informed by regional/local needs. Thus, programme content and delivery are contextualised, and provide relevant pathways to meet the needs of those local communities.

It should be acknowledged that the selection of a current approved programme as the basis for the unified programme means that aspects of the selected programme will be adopted across the network, such as programme structure, course details, and the ways in which Mātauranga Māori is embedded throughout the programme. A Mātauranga Māori snapshot tool will be applied to this unified programme to identify how contextualised Mātauranga Māori content is evident and what next steps are required to enhance or develop this further.

The unified programme presented here contributes to the ability of Te Pūkenga to offer a coherent portfolio of programmes and takes us a step towards addressing some of the inequities that exist for priority ākonga. Transition arrangements may be required for ākonga who fail to successfully complete courses within the existing programme of any given network partner. To this end, each network partner currently delivering this programme will create its own transition plan based on equivalencies between existing and new courses. Transition pathways will be identified on a case-by-case basis, informed by these course equivalencies, logistics and individual ākonga knowledge gaps. All care will be taken to minimise any ākonga disadvantage by their transition to the new programme, while still maintaining the integrity of the new unified programme.

## Appendix 1: Te Hono o te Kahurangi | Qualification Details

Details for the programme of study	NZQA Reference No.	Version No.	Credits	Level
New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3)	XXXXX	1	45	3

which leads to the award of the following qualification

New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3)	4253	2	45	3
NZSCED	080301 Management and Commerce>Business and Management>Business Management			
Qualification developer	Ringa Hora Services Workforce Development Council			
Quality assurance body	31/07/2025			
Next review	2023			
Next planned consistency review	080301 Management and Commerce>Business and Management>Business Management			

### Strategic purpose

This qualification is intended for people working towards or wanting to become a leader in a team within an entity. The qualification will provide Aotearoa New Zealand with people who have the skills and knowledge to contribute to effective team performance and to be effective in a leadership role within a team. Graduates of this qualification will benefit Aotearoa New Zealand by contributing effectively to team objectives and by developing their team leadership skills. They will be able to contribute effectively to an operational team, in accordance with ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi), and in a multi-cultural environment.

### Graduate profile

Graduates of this qualification will be able to:

1. Use effective team performance principles to lead a team
2. Develop objectives for a team
3. Communicate effectively with stakeholders
4. Work cooperatively within a team and contribute to the achievement of objectives
5. Apply effective problem-solving and decision-making for business purposes
6. Behave professionally and ethically and in a socially and culturally responsible manner to contribute to the performance of the team

### Qualification education pathway

Graduates of this qualification may progress to:

- New Zealand Certificate in Business (Small Business) (Level 4) [Ref: 2457]
- New Zealand Certificate in Business (First Line Management) (Level 4) [Ref: 2456] - New Zealand Certificate in Business (Administration and Technology) (Level 4) [Ref: 2461]
- or any relevant industry qualification at level 4.

#### **Employment/cultural/community pathway**

Graduates of this qualification may be employed in a leadership role within a team in a variety of employment, cultural, or community settings.

#### **Professional recognition/accreditation**

None

#### **Other requirements of the qualification (including regulatory body or legislative requirements)**

None

#### **General conditions for programme**

Programme delivery and all assessment must be conducted in real business context(s) or based on scenario(s) which must reflect the requirements and practicalities for conducting business in Aotearoa New Zealand.

*Socially and culturally* relates to ngā kaupapa o te Tiriti o Waitangi and multi-culturalism in Aotearoa New Zealand, in the context of this qualification.

Additional guidance and recommendations for programme development can be found on the NZQA website at [www.nzqa.govt.nz/qualifications-standards/qualifications/business-qualifications/](http://www.nzqa.govt.nz/qualifications-standards/qualifications/business-qualifications/).

#### **Qualification version transition information**

This qualification replaced the:

- National Certificate in Business (First Line Management) (Level 3) [Ref: 0743] which has now been discontinued.

#### **Republication information**

Version 2 of this qualification was republished to extend the last date for assessment of version 1 of this qualification from 31 December 2022 to 31 December 2023. Please refer to the July 2022 Change Report published at [Qualifications and Assessment Standards Approvals](#) for further information.

#### **Version Information**

Version 2 of this qualification was published in July 2020 following scheduled review. Please refer to [Qualifications and Assessment Standards Approvals](#) for further information.

The last date for assessments to take place for version 1 of this qualification is 31 December 2023.

It is the intention of Ringa Hora Services Workforce Development Council that no existing learner should be disadvantaged by these transition arrangements.

Any person who considers they have been disadvantaged may contact:

Ringa Hora Services Workforce Development Council

PO Box 445

Wellington 6140

Telephone: 04 909 0306

Email: [qualifications@ringahora.nz](mailto:qualifications@ringahora.nz)



## Appendix 2: Waeture ā-Hōtaka | Programme Regulations

In the regulations presented here, unless the context otherwise requires, ‘delegated authority’ refers to an individual or role holder, or in some cases a committee, who has been delegated the authority to make a decision within a specific circumstance. A schedule of the various relevant delegations is maintained by the Programme Committee responsible for the programme. Te Pūkenga aims to enable broad access for ākonga and is committed to providing barrier-free access and participation for Māori, Pacific, Disabled and other equity groups.

### Whakatapoko | Admission

<b>General admission</b>	Open Entry if the delegated authority at the campus/site is satisfied that the applicant has the capability to complete the requirements of the programme.
<b>English language requirements</b>	All applicants (international and domestic) for whom English or te reo Māori is not a first language need to provide evidence that they have the necessary English language proficiency required for the programme.  International applicants are required to have an IELTS score of 5 (general or academic) with no individual band lower than 5 from one test taken in the preceding two years, or an equivalent described in <a href="#">NZQA Rules</a> .

### Tūtukitanga Whakamihi | Credit Recognition

The provisions and procedures for credit recognition through cross credit, credit transfer and recognition of prior learning in this programme are set out in [Te Kawa Maiororo | Educational Regulatory Framework](#).

### Tohu o te Hōtaka | Award of Qualification

<b>Credit requirements</b>	To be awarded the New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3) ākonga must achieve a minimum of 45 credits in the pattern set out in Table 1 below from the courses set out in Table 2 below. <b>Table 1: Credit Requirements</b> <table border="1"> <thead> <tr> <th>Level</th> <th>Compulsory credits</th> <th>Elective credits</th> <th>Total credits</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>45</td> <td>0</td> <td>45</td> </tr> </tbody> </table> <b>Table 2: Schedule of Courses</b> <table border="1"> <thead> <tr> <th>Course code</th> <th>Course title</th> <th>Credits</th> <th>Pre-requisites</th> </tr> </thead> <tbody> <tr> <td colspan="4">Level 3</td> </tr> <tr> <td>301</td> <td>Effective Team Performance</td> <td>15</td> <td></td> </tr> <tr> <td>302</td> <td>Business Communications</td> <td>15</td> <td></td> </tr> <tr> <td>303</td> <td>Understanding Leadership</td> <td>15</td> <td>301, 302</td> </tr> <tr> <td colspan="2"><b>TOTAL CREDITS</b></td> <td><b>45</b></td> <td></td> </tr> </tbody> </table>	Level	Compulsory credits	Elective credits	Total credits	3	45	0	45	Course code	Course title	Credits	Pre-requisites	Level 3				301	Effective Team Performance	15		302	Business Communications	15		303	Understanding Leadership	15	301, 302	<b>TOTAL CREDITS</b>		<b>45</b>	
Level	Compulsory credits	Elective credits	Total credits																														
3	45	0	45																														
Course code	Course title	Credits	Pre-requisites																														
Level 3																																	
301	Effective Team Performance	15																															
302	Business Communications	15																															
303	Understanding Leadership	15	301, 302																														
<b>TOTAL CREDITS</b>		<b>45</b>																															
<b>Programme completion</b>	The minimum time to complete this programme is 6 months (full-time study) or one year (part-time study).  The maximum time to complete this programme is four years.  The delegated authority may approve an alternative maximum completion time.																																

### Waeture Aromatawai | Assessment Regulations

<b>Grading</b>	Assessment in this programme is achievement-based.
----------------	--

	<p>Grading follows the guidelines in <a href="#">Te Kawa Maiooro   Educational Regulatory Framework</a>.</p> <p>Specific assessment and/or course pass requirements are detailed in programme delivery documentation.</p>
<p><b>Assessment submission and additional opportunities</b></p>	<p>Requirements and processes for</p> <ul style="list-style-type: none"> <li>• assessment submission,</li> <li>• resit and/or resubmission opportunities for failed assessments,</li> <li>• reassessment opportunities for failed courses,</li> <li>• late submission of assessments, and</li> <li>• extension of assessment deadlines</li> </ul> <p>are outlined in programme delivery documentation provided to ākonga at the start of their course.</p>

Appendix 3: Ngā Hua o te Ako me te hāngai ki Ngā Putanga Ako a te Tauira | Learning Outcomes and Assessment Mapped to Graduate Profile Outcomes

				Use effective team performance principles to lead a team	Develop objectives for a team	Communicate effectively with stakeholders	Work cooperatively within a team and contribute to the achievement of objectives	Apply effective problem-solving and decision-making for business purposes	Behave professionally and ethically and in a socially and culturally responsible manner to contribute to the performance of the team	
Course Code & Title	Course Aim & Outcomes		Assessment	GPO 1	GPO 2	GPO 3	GPO 4	GPO 5	GPO 6	
301	Effective Team Performance	Aim	The aim of this course is to develop the knowledge, skills, and attributes to work effectively within a team in an organisational context.							
		LO1	Explain the roles and responsibilities of a team member within an organisation.	All LOs: Assessment portfolio (100%)				✓		
		LO2	Demonstrate interpersonal skills in a diverse team to contribute to organisational performance.					✓		
		LO3	Identify goals to improve team performance for an organisation.			✓				
302	Business Communications	Aim	The aim of this course is to develop the knowledge, skills, and attributes to communicate and solve problems in an organisational context.							
		LO1	Demonstrate effective communication with diverse stakeholders to contribute to organisational performance.	All LOs: Assessment portfolio (100%)			✓			
		LO2	Utilise business information to inform decision making for an organisation.						✓	
		LO3	Apply strategies to solve business problems for an organisation.						✓	
303	Understanding Leadership	Aim	The aim of this course is to develop the knowledge, skills, and attributes to lead a team in an organisational context.							
		LO1	Describe leadership styles and techniques for effective team performance in an organisation.	All LOs: Assessment portfolio (100%)	✓					
		LO2	Apply leadership principles to improve team performance to contribute to organisational performance.		✓					
		LO3	Reflect on the development of professional knowledge, skills, and attributes as an aspiring leader in an organisational context.							✓

## Appendix 4: Akoranga | Courses

The following Course Descriptors provide an overview of the content and structure of each course in the programme. Learning and teaching, and assessment 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.

EFFECTIVE TEAM PERFORMANCE					
Course code	301	Level	3	Credits	15
Pre-requisites	None	Co-requisites	None		
Main programme	NZ Certificate in Business (Introduction to Team Leadership) Level 3				
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery document for detailed breakdown.)		150	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to work effectively within a team in an organisational context.

### Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākongā will be able to...		Graduate outcome alignment
LO1	Explain the roles and responsibilities of a team member within an organisation	GPO 4
LO2	Demonstrate interpersonal skills in a diverse team to contribute to organisational performance	GPO 4
LO3	Identify goals to improve team performance for an organisation	GPO 2

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>• Team roles</li> <li>• Action, people, and thinking focused</li> <li>• Team responsibilities</li> <li>• Engagement</li> <li>• Commitment</li> <li>• Flexibility</li> <li>• Collaboration</li> <li>• Contribution</li> <li>• Problem solving</li> <li>• Team performance theories</li> <li>• Team dynamics</li> </ul>
LO2	<ul style="list-style-type: none"> <li>• Interpersonal skills:               <ul style="list-style-type: none"> <li>○ Active listening</li> <li>○ Giving instructions</li> <li>○ Giving and receiving feedback</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Courageous conversations</li> <li>○ Compassion and empathy</li> <li>● Managing interpersonal conflict</li> <li>● Diversity within teams</li> <li>● Social, economic, political, and cultural influences</li> </ul>
LO3	<ul style="list-style-type: none"> <li>● What is an objective/mission goal</li> <li>● Setting objectives to meet organisational strategic goals</li> <li>● Tasks and team objectives</li> <li>● Monitoring and measuring achievement</li> <li>● Setting SMART goals, targets, and Key Performance Indicators (KPIs)</li> </ul>

### 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 ākonga.

### Aromatawai | Assessment

Assessment in this course is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Assessment activity	Weighting	Learning outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass the course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

### Version Tracking

Ver No.	Approved by	Approval date	Effective from	Description of change

BUSINESS COMMUNICATIONS					
Course code	302	Level	3	Credits	15
Pre-requisites	None	Co-requisites	None		
Main programme	NZ Certificate in Business (Introduction to Team Leadership) Level 3				
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery document for detailed breakdown.)		150	

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to communicate and solve problems in an organisational context.

### Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Demonstrate effective communication with diverse stakeholders to contribute to organisational performance	GPO 3
LO2	Utilise business information to inform decision making for an organisation	GPO 5
LO3	Apply strategies to solve business problems for an organisation	GPO 5

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>• Forms of communication, not limited to:               <ul style="list-style-type: none"> <li>○ Verbal</li> <li>○ Non-verbal</li> <li>○ Visual</li> <li>○ Written</li> <li>○ Listening</li> <li>○ Mass/group</li> <li>○ Business report writing</li> <li>○ E-collaboration and communication</li> <li>○ Engagement protocols</li> <li>○ Cultural diversity and sensitivity</li> </ul> </li> <li>• Different cultural approaches to communication</li> <li>• Communication in a local and global context</li> <li>• Team and stakeholder communication</li> </ul>
LO2	<ul style="list-style-type: none"> <li>• Internal policies</li> <li>• Te Tiriti o Waitangi</li> <li>• Relevant legislation</li> <li>• Government bodies and departments</li> <li>• Industry requirements</li> <li>• Compliance</li> <li>• Decision making models</li> <li>• Decision making and communication</li> </ul>

LO3	<ul style="list-style-type: none"> <li>• Problem solving strategies and models</li> <li>• Ethics</li> <li>• Time management</li> <li>• Self-management</li> <li>• Professional behaviour and positive attitude</li> </ul>
-----	---

### 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 ākonga.

### Aromatawai | Assessment

Assessment in this course is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Assessment activity	Weighting	Learning outcomes
<b>Assessment portfolio</b> 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 ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass the course.

### Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

### Version Tracking

Ver No.	Approved by	Approval date	Effective from	Description of change

UNDERSTANDING LEADERSHIP					
Course code	303	Level	3	Credits	15
Pre-requisites	301, 302				
Main programme	NZ Certificate in Business (Introduction to Team Leadership) Level 3				
Delivery modes	Provider-based Provider-based (extramural)	Total learning hours (See course delivery document for detailed breakdown.)			150

### Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to lead a team in an organisational context.

### Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Describe leadership styles and techniques for effective team performance in an organisation.	GPO 1
LO2	Apply leadership principles to improve team performance to contribute to organisational performance.	GPO 1
LO3	Reflect on the development of professional knowledge, skills, and attributes as an aspiring leader in an organisational context.	GPO 6

### Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> <li>• Key leadership style theories</li> <li>• Personal leadership style</li> <li>• Leadership styles and their influence</li> </ul>
LO2	<ul style="list-style-type: none"> <li>• Leadership principles:               <ul style="list-style-type: none"> <li>○ Collaboration</li> <li>○ Negotiation</li> <li>○ Collective responsibility</li> <li>○ Personal wellbeing</li> <li>○ Preparation</li> <li>○ Respect</li> </ul> </li> <li>• Cultural competence</li> </ul>
LO3	<ul style="list-style-type: none"> <li>• Reflection:               <ul style="list-style-type: none"> <li>○ Reflective models and frameworks</li> </ul> </li> </ul>

### 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 ākonga.



### **Aromatawai | Assessment**

Assessment in this course is achievement-based. Ākonga will be advised of all matters relating to summative assessment at the start of the course.

<b>Assessment activity</b>	<b>Weighting</b>	<b>Learning outcomes</b>
<b>Assessment portfolio</b> 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 ākonga.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes in order to pass the course.

### **Ngā Rauemi Ako | Learning Resources**

All required and recommended resources are advised to ākonga via course outlines.

#### **Version Tracking**

<b>Ver No.</b>	<b>Approved by</b>	<b>Approval date</b>	<b>Effective from</b>	<b>Description of change</b>