



### Further Clarification of 91869 Future Proofing Level 3v1

This standard looks at what influences ARE impacting on the business, what the business is doing or could be doing to mitigate them, or take advantage of them, and what course of action/solution is the best to maintain business viability.

A possible way to set up their report/explain how they could approach it in bite size bits is:

- What are the FP needs of the business (this is not assessed but I find that if they talk about what the business is and why it needs to stay viable they tend to talk back to that when they are explaining the strategies)
- What is the threat/opportunity (i.e. what is that influence that is causing the potential or actual problem, or the opportunity) they need to do at least 2 influences eg political, biosecurity, any of the 10 in the standard – although could also consider others such as geographical
- Strategies to mitigate, prevent, lessen the threat (and therefore FP the business) and how do they affect the business now and in the future. Or if it is an opportunity, the strategies they are implementing or could be implementing to take advantage of or capitalise on it
- Which is the best strategy or combination of strategies (therefore is actually one strategy *'justifying the recommended future proofing strategy'* can be one or two if they need to work together to be the best strategy – often how it actually is in real life situations) and why it is the best - discuss the advantages and disadvantages for now and in the future.

You can give this information, or a slightly more student friendly version, as a checklist with the task.

#### NZQA clarifications

<https://www.nzqa.govt.nz/ncea/subjects/business-studies/clarifications-agribusiness/>

#### **91869: Analyse future proofing strategies to ensure long term viability of a business**

Updated December 2019.

- Students are required to identify and analyse a specific business rather than examine a whole sector or industry. For example, information could be sourced from a case study, by visiting a local fertiliser company, or hearing an orchardist guest speaker.
- A student should identify at least two actual or potential influences that affect viability, such as a biosecurity risk or changes required to meet new environmental regulations. A more positive influence on viability might be the business' ability to exploit an opportunity by embarking on a three-year plan to gain certified organic status.
- A student needs to explain how the business can respond to the influences, and what course of action is best to maintain continuity of business operations.
- For each influence, a student should explain one or more future proofing strategies to mitigate or take advantage of the influence. Students also need to state how these strategies contribute to the long-term viability of the business.

#### **Merit and Excellence**

At Merit, future proofing strategies need to be thoroughly explained. The influences or drivers for change, such as stakeholder demands, government regulations, rising costs, technological

advancement and innovation, need to be explained in detail. The explanations should be clearly linked to an appropriate strategy (or strategies) to maintain or enhance viability.

The most effective strategy could be a combination of actions that work together or complement each other.

Excellence requires students to evaluate and justify the recommended future proofing strategy by considering its advantages and disadvantages over other strategies or solutions. Students should discuss, in detail, the consequences of the strategy on the ability to maintain or enhance viability.