

# **GILLIGAN BUSINESS SCHOOL LIMITED**

## **Learners Handbook 2017**

**“Now Success is in your hands”**



New Zealand Qualifications Authority  
Mana Tohu Maturanga O Aotearoa

## Welcome to Gilligan Business School Limited

This Learners Handbook will explain to you how Gilligan Business School Limited works and what you and our staff need to do to make sure everything works well for all of us. There are several forms in the pack that you will need to sign, when you enrol.

If you are unsure about any of the information given or want to know more about something please do not hesitate to talk to any member of our staff. If they cannot help you they will direct you to the person who can. This may be an outside person or agency.

Management and staff at Gilligan Business School Limited wish you every success with your Learning and career pathway.

Best wishes for your study with us...

A handwritten signature in black ink that reads "Allan Gilligan". The signature is written in a cursive style with a large, looping initial 'A'.

Allan Gilligan CA, FCPA (Aust) JP  
Course Director

**Our Premises:**

Gilligan Business School Limited Office is located at:

Level 4. 20 Kent Street  
Newmarket  
Auckland

The office is open Monday to Friday, 8 a.m. – 5.00 p.m.

Our postal address is: P.O. Box 9606 Newmarket, Auckland

Phone: (09) 522 7892

Fax: (09) 522 7893

Email: [school@gilligan.co.nz](mailto:school@gilligan.co.nz)

Web site: [www.gilliganbusinessschool.co.nz](http://www.gilliganbusinessschool.co.nz)

All courses are delivered by Distance Learning

**Our Staff:**

The management team at Gilligan Business School Limited are:

- Course Director: Allan Gilligan CA, FCPA(Aust), SIA, JP
- Administration Manager: Carol Gilligan

**Student Entry:**

Entry to the Gilligan Business School Limited:

- Open to all ages
- New Zealand residents and overseas applicants, not resident in New Zealand
- Prior education background at least 3 years high School study to NZ teaching standard of Level 2 Literacy and Numeracy
- Recognition of prior learning credits to NZQA Standards is available on presentation of proof

**Student Guarantee:**

After enrolling, if you are not completely satisfied that the course is for you within seven days, simply return the complete, unmarked Course and we will refund you less a \$50.00 booking fee.

**Student Resources:**

Students must provide their own writing materials and calculators.  
The Manual, and Assessment Pad are provided.

**Course Content:**

Some of our courses are delivered at a level to ensure you qualify for Achievement standards credits – for these courses you need to provide us with:

- Your National Student Number (NSN)
- Your Date of Birth (DOB)

See the Enrolment Section in the course brochure to provide this information. Details of the Achievement Standards are also included on the Gilligan Business School Limited Website.

**Note:** Some applicants do not require Achievement standards accreditations so we do not require a NSN or DOB.

**Welfare and Learner Support Services:**

Gilligan Business School Limited is committed to providing guidance and support to assist our Learners during the course.

The Administration Manager is skilled in the following areas:

Able to help you with your enrolment requirements.

Able to help you if you have a problem that is affecting your study.

Able to help you provide guidance with progress and assessment problems.

Able to help you with referrals to appropriate outside agencies if a problem cannot be resolved internally.

Gilligan Business School Limited wants to make your Learning successful and enjoyable. To ensure this happens, we are keen to assist and support you.

Gilligan Business School Limited wants to create a learning experience that is enjoyable for you. If you have any concerns then please do not hesitate to discuss these with the Administration Manager.

**Current courses being offered by Gilligan Business School Limited:**

See Appendix C.

**Complaints:**

If you are unhappy about something:

- Talk to one of our staff and let us know your concerns. We are here to help you.
- If you are still not satisfied, complete the Complaint Form so that your complaint can be considered by Gilligan Business School Limited Director.
- The School Director will consider your complaint and record the decision on the form.
- If you are still not happy with the result, you can refer your complaint to: New Zealand Qualifications Authority (NZQA), P.O. Box 160, Wellington, phone 0800 724 357

**Study Guide Tips:**

Organise your time

Plan your study timetable

Try to allocate some time each week to complete the homework

Ensure that you maintain personal discipline

Take notes from the course material

Always ask relevant questions if unsure

Keep revising the previous sessions

Read through the whole session to get the general idea of what the Session is about - summarise the key points

**Note:** The assessment pad is designed to fall apart and we suggest you file it in a folder, where you can later add the solution sheets.

**Student Consent Form:**

I give permission to Gilligan Business School Limited to pass on my contact details and academic results to the New Zealand Qualifications Authority and other educational and government agencies, if required.

Name of Student: .....

Signature: ..... Date: .....

**Note:**

1. If you change your address, you must let the Administration Manager know your new contact details (i.e. your new address and telephone number).
2. Please photocopy this page, scan and email to:school@gilligan.co.nz

## Assessment Appeal Form:

### What is an Appeal?

You can lodge an appeal if you believe your final assessment result was not correct or fair and you would like to have it reconsidered.

### How to go about it:

- Talk to us if you are unhappy with an assessment result and ask to seek a re assessment.
- If you are still not satisfied, complete this form so that your assessment can be remarked.
- The Director will arrange for your assessment to be re-marked and write the result on this form. If you are still not satisfied with the result, ask the Director to arrange for your work to be re-marked by an external assessor.

Name	
Date	
Course	
Assessment Activity	
Reasons for Appeal	
Decision of the Director	
Signed	
Date	

**Complaint Form:****How to go about making a complaint**

- Talk to the Administration Manager at Gilligan Business School Limited stating what you are unhappy about.
- The Administration Manager will consider your complaint and record the decision on this form. If you are still not satisfied with the result, ask the Administration Manager to arrange for your complaint to be considered by the Course Director.

**Reason for Complaint** (use another sheet if necessary)

I declare that the information in this complaint is true and correct.

Signed:

Date:

**Action to be taken**

If you are you are still not satisfied, you may wish to contact one of the following agencies to lodge a complaint:

- New Zealand Qualifications Authority (NZQA), P.O. Box 160, Wellington, phone 0800-72-4357



**External quality assurance report:**

18 Dec 2014: NZQA is **Confident** in the educational performance of  
**Gilligan Business School Limited**

18 Dec 2014: NZQA is **Confident** in the capability in self-assessment of  
**Gilligan Business School Limited**

Provider Category 1\*

**\*Category 1:** two Confident judgements, or a Highly Confident judgement in self-assessment and a Confident judgment in educational performance.

## **Appendix A**

The following pages are direct extracts of the NZQA Rules and Regulations which Gilligan Business School Limited must comply with.

### **Rules and Regulations:**

Please read the following carefully, and ask us to explain anything you do not understand.

This is required by New Zealand Qualifications Authority (NZQA) and follow in this Handbook.

If you believe that Gilligan Business School Limited may not have complied please contact the School Director, at Gilligan Business School Limited

Email address: [allan@gilligan.co.nz](mailto:allan@gilligan.co.nz)

### **Rule 5.1.4 – Information to students**

This rule covers:

- providing information before enrolment
- providing students with quality assurance information
- providing information about student complaints and discipline
- supplying programme regulation information
- supplying students with copies of information
- providing student access to own enrolment and academic information.

The PTE must:

- (a) provide all relevant information to students prior to enrolment, including (without limitation) any entry and selection criteria, so that the student is able to make an informed choice

#### **Guidance for providing information before enrolment**

The PTE's information and promotional material, including its website, must have comprehensive information about entry and selection criteria, such as pre-requisites and co-requisites, for each programme/training scheme.

Students and prospective students must receive clear information about other educational services to enable them to make informed choices about their course of study.

- (b) inform students, including newly enrolling students, of its EER category and its statements of confidence
- (c) inform students, including newly enrolling students, of any conditions NZQA has placed on the PTE's registration, of any compliance notice that has been issued by NZQA to the PTE that has not been complied with, and any notice of intention to cancel registration of the PTE that has been issued by NZQA to the PTE
- (d) inform students enrolled or being enrolled at the PTE in an approved programme (for which the PTE has accreditation) or training scheme, or in standards for which the PTE has a consent to assess, of:
- (i) any conditions placed on that accreditation or training scheme or consent to assess by NZQA
  - (ii) any notice of intention issued by NZQA to withdraw the accreditation or training scheme or consent to assess
  - (iii) any compliance notice issued by NZQA to the PTE in respect of the accreditation or training scheme or consent to assess

### Guidance for providing students with quality assurance information

'Newly enrolled students' means a student at any stage of the enrolment process, including before the student actually accepts the enrolment contract. This means that the student can make an informed choice about enrolment.

The information about compliance notices, conditions, and NZQA intentions to withdraw should be available to students in a reasonably understandable form.

The PTE must have evidence, available on-site, that students have been informed of the above requirements (for example student enrolment information) if NZQA requests this evidence.

(e) inform students of the PTE's processes for receiving and responding to student complaints, and of NZQA's complaint processes for students regarding PTEs
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(f) inform students of the student discipline and appeals processes and procedures
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### Guidance for providing information about student complaints and discipline

The NZQA complaints process is available on the NZQA website at <http://www.nzqa.govt.nz/about-us/make-a-complaint/>. NZQA advises complainants to follow the provider's complaints procedure in the first instance (and the procedure of its 'peak body' where relevant).

PTEs with international students must follow the complaints process required under the *Code of Practice for the Pastoral Care of International Students* (see information in [section 2](#) above).

The PTE could make its complaints, student discipline and appeals policies and procedures available to students. The PTE should ensure all policies and procedures are understandable for its students.

(g) inform students of regulations applying to programmes in which the students are enrolled
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### Guidance for supplying programme regulation information

This rule refers to the programme regulations approved by NZQA under the *NZQF Programme Approval and Accreditation Rules 2013* (available at <http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/programme-approval-and-accreditation/1/>).

Criterion 5 of the programme approval rules requires clear, relevant, and appropriate programme regulations that specify requirements for:

- admission
- credit recognition and transfer
- recognition of prior learning
- programme length and structure
- integration of practical and work-based components
- assessment procedures, including authenticity of student work
- normal progression within the programme.

- (h) ensure any student receives in a timely manner a copy any of the information set out in paragraphs (a) and (c) to (f) of this Rule 5.1.4, where the student requests that information

#### **Guidance for supplying students with copies of information**

The PTE must have information available on student request (ensuring private information about students and staff is withheld), that covers:

- enrolment, including entry and selection criteria
- any NZQA compliance notices, conditions, accreditation or withdrawals.

- (i) ensure students have ready access to their enrolment and academic information

#### **Guidance for providing student access to own enrolment and academic information**

Under the *PTE Enrolment and Academic Records Rules 2012* PTEs are required to keep enrolment and academic records that record details such as the student's date of birth, study visa and academic results. These rules are available from the NZQA website at <http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/pte-related-rules/pte-enrolment-and-academic-records/>.

Academic records are commonly made available to students at cost, in the form of an academic transcript showing titles of qualifications, papers, modules or achievement standards along with their credit value and date of achievement.

If relevant, the PTE should provide information to its students about how to access their online NZQA Record of Achievement that contains details of assessment standards and National and New Zealand qualifications they have achieved.

#### **Rule 5.1.5 – Student interests**

This rule covers:

- dealing with student complaints, discipline and appeals
- supporting student well-being and meeting student needs
- providing student support and guidance services
- providing adequate resources and equipment.

The PTE must:

- (a) ensure the PTE's complaints processes are easily accessible for students
- (b) be fair and equitable in conducting its interactions with students and in implementing its student complaints, discipline, and appeals policies and procedures

### Guidance for dealing with student complaints, discipline and appeals

The PTE should inform its enrolled students of the steps they can take to make a complaint. This process should cover possible responses to a complaint, such as an investigation, reasonable timeframes, and a process to inform the student of the outcome of the complaint.

- |     |                                                                                                                                                                                                                                                        |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (c) | implement an approach to student well-being that encompasses, where relevant, taha whānau (social/cultural), taha wairua (spiritual), taha hinengaro (emotional/mental) and taha tinana (physical) dimensions to encourage and enable student progress |
| (d) | meet the needs of students consistent with the description required of the PTE under Rule 4.1(c)                                                                                                                                                       |

### Guidance for supporting student well-being and meeting student needs

For many students, particularly Māori students, their academic progress is interdependent with their holistic well-being, which includes social, cultural, spiritual, emotional, mental and physical dimensions.

To support the PTE's self-assessment, more detailed research-based indicators relating to student well-being are in the Tertiary Evaluation Indicators, available on the NZQA website at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/tertiary-evaluation-indicators/>. The indicators also inform NZQA's EER statements of confidence.

This Rule also relates to a key feature of the PTE's own self-assessment.

Rule 4.1 (discussed in [section 2](#) above) deals with meeting the needs of students, communities and stakeholders.

NZQA's EER will also address, amongst other things, the key evaluation questions:

- How well do learners achieve?
- How well do programmes and activities match the needs of learners and other stakeholders?

For further information about self-assessment tools and resources and meeting student needs, see the NZQA website at <http://www.nzqa.govt.nz/providers-partners/self-assessment/>.

- |     |                                                                                                                                                                                              |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (e) | provide its students with access to educational and non-educational support and guidance services to meet their individual needs and helping them towards achievement of educational success |
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### Guidance for providing student support and guidance services

Examples of educational support and guidance services are individual academic support from specialist student advisors and student peer mentoring systems arranged by the PTE.

Examples of non-educational support and guidance services might include student counselling services.

This Rule also relates to a key feature of the PTE's own self-assessment.

NZQA's EER will also address, amongst other things, the key evaluation question:

- How well are learners guided and supported?

- (f) ensure the educational resources and equipment provided for students are of a sufficient standard to adequately meet student needs

#### **Guidance for providing adequate resources and equipment**

The PTE should check the standard of its educational resources and equipment on a regular basis, to ensure they continue to meet student needs in terms of currency, quality and safety.

#### **Rule 5.1.6 – Staff**

This rule covers:

- demonstrating the engagement of sufficient competent staff
- ensuring sufficient staff experience and qualifications
- ensuring appropriate teaching staff skills and subject knowledge
- ensuring the competence of management and administration staff
- ensuring an up to date staff organisation chart.

The PTE must:

- (a) engage sufficient competent staff to meet its responsibilities to students

#### **Guidance for demonstrating the engagement of sufficient competent staff**

The PTE should be able to demonstrate to NZQA's satisfaction that its number and type of staff meets its responsibilities to students.

NZQA defines 'engaging sufficient competent staff' as meaning that the PTE uses appropriate recruitment and selection practices to make sure it has enough personnel with:

- subject knowledge and teaching expertise
- assessment and moderation expertise
- educational management expertise
- quality management expertise
- student support skills
- financial and administration expertise.

The student-teacher ratio will vary according to the kinds of education the PTE provides and its student profile.

- (b) ensure its teaching staff are sufficiently experienced and qualified to at least one Level above the students being taught, or have demonstrated equivalent experience, for the tuition they are providing

#### **Guidance for ensuring sufficient staff experience and qualifications**

This rule refers to levels on the New Zealand Qualifications Framework (NZQF). Detailed descriptors of skills and knowledge outcomes at each NZQF level are on the NZQA website at <http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/understand-nz-quals/>.

NZQA acknowledges that in some cases, qualified teaching staff may not always be available. However where the PTE has judged the experience of its teaching staff to be equivalent to a qualification, it should carefully consider the level of the education or training they are delivering.

- (c) ensure that the skills and subject knowledge of teaching staff are current and relevant to the needs of learners and relevant stakeholders

#### **Guidance for ensuring appropriate teaching staff skills and subject knowledge**

The PTE's recruitment, performance development, and management system should ensure that the skills and subject knowledge of its teaching staff remain current and relevant, including curriculum and assessment practices and requirements.

In the case of approved programmes leading to NZQF qualifications, approved training schemes and consents to assess, the skills and subject knowledge of the relevant teaching staff should not be less than that included in the initial application approved by NZQA.

This Rule also relates to a key feature of the PTE's own self-assessment. NZQA's EER will address, amongst other things, the key evaluation question:

- How effective is the teaching?

- (d) ensure that management and administration staff competently fulfil their roles

#### **Guidance for ensuring the competence of management and administration staff**

The PTE's recruitment, and performance development and management system should also help to ensure the competence of management and administration staff.

- (e) keep its organisation chart up to date

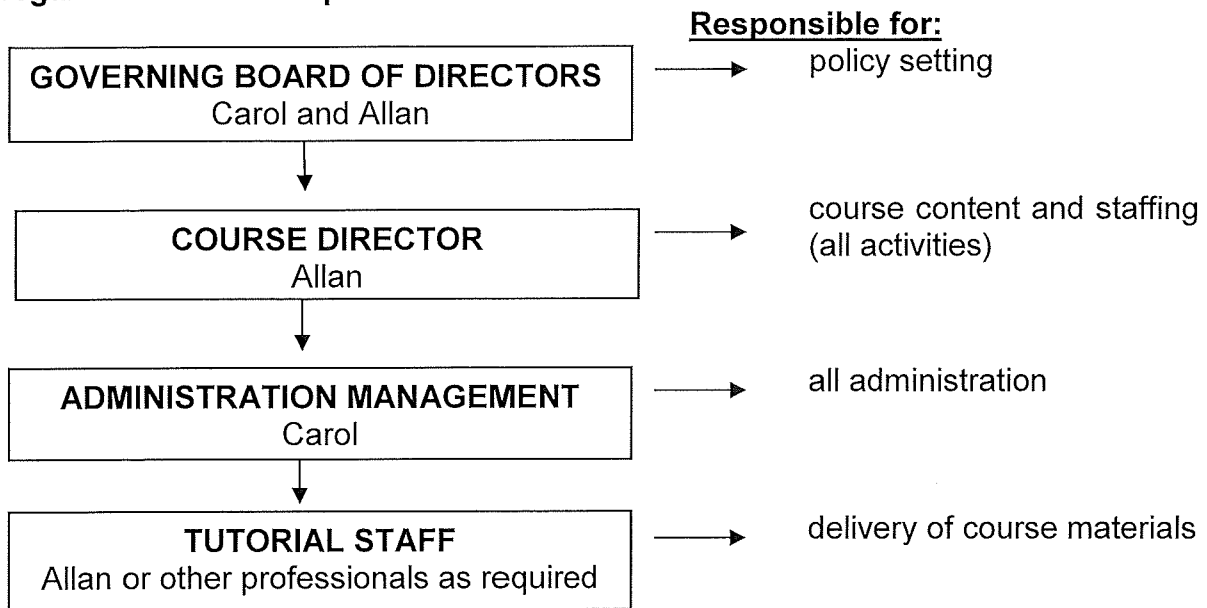
#### **Guidance for ensuring an up to date staff organisation chart**

The PTE's staff organisation chart specified in Rule 4.1(d) (discussed in Section 2 above) should be up to date and available if NZQA requests it.

The chart should contain the staff positions (whether employees or contracted staff) and the names of the staff currently in, or appointed to, those positions.



## Appendix B Organisation and Responsibilities:



Gilligan Business School Limited has a flat system of reporting to only one level. The following position is CEO of Gilligan Business School Limited:  
 Course Director: Allan Gilligan, CA, FCPA (Aust), SIA, JP

Gilligan Business School Limited has an administration management team and the following positions reporting to the Course Director as follows:  
 Administration Manager: Carol Gilligan  
 Resources Manager: Allan Gilligan CA, FCPA (Aust), SIA, JP

## **APPENDIX C**

**Achievement Standards approved by NZQA to be taught by Gilligan Business School Limited:**

### **Small Business Accounting**

**90976 Demonstrate understanding of Accounting Concepts for small entities**

Level 1 3 credits External

### **Business Office Skills**

#### **Accounting for busy managers**

**90976 Demonstrate understanding of Accounting Concepts for small entities**

Level 1 3 credits External

#### **Starting and running your own successful business**

**90976 Demonstrate understanding of Accounting Concepts for small entities**

Level 1 3 credits External