

Policies and Processes

Business Management School is required by legislation to ensure stakeholders are able to access many of our Policies and Processes. Many of our policies and procedures are in our student handbook available to anyone who wishes to enroll on our programmes. Other Policies and Processes can be found in our Quality Management Systems Document – for ease of reading, these policies have been reproduced as follows:

- Credit transfer policies
- Recognition of prior learning policies
- Policies on stakeholder relations
- Equal Employment Opportunities
- Equal Education Opportunities

Credit Transfer Policy

The Business Management School is committed to honoring the transfer of National Qualification Framework unit standard credits.

- Students who enroll with the BMS and have already been accredited with unit standards that are part of the BMS programme they have enrolled on, will not have to re-do the unit standards again regardless of where (which Provider) they were gained.
- Students are to provide the BMS prior to enrolment, with an NZQA print-out of the unit standards they have already achieved. If the student cannot provide evidence of achievement, the BMS recruiter will endeavor to seek verification from the NZQA web-site.

EVALUATION AND REVIEW

Evaluation and review will include input from tutors and Branch Managers during the Annual Quality Assurance Self-Review

Recognition of Prior Learning Policy

The Business Management School is committed to the principles of the Recognition of Prior Learning (RPL):

- RPL should be accessible to anyone with skills, knowledge, attitudes and values that can be validated
- Access to RPL should be supported through a process of referral to those accredited to implement RPL
- Opportunities for candidates to receive support and guidance should be available throughout the RPL process
- RPL procedures ensure that assessment is fair, valid and consistent
- Credit for unit standards should be awarded for current and relevant skills, knowledge, attitudes and values achieved without regard to length, place or method of learning.

PROCEDURE

The BMS will use the following process to ensure the RPL principles are met

- Tutor will discuss the pc's relating to the learners unit, subject to RPL
- Negotiate any learning required with the learner
- Arrange for the learner to sit the valid BMS assessment
- Mark the assessment and offer 1:1 and appropriate re-sits

If the BMS is unable to offer assistance, then the learner will be referred to a registered RPL assessor in the district.

EVALUATION AND REVIEW

Evaluation and review will include input from tutors and Branch Managers during the Annual Quality Assurance Self-Review

Stakeholders Summary of Interests Policy

The BMS is committed to identifying and addressing the interests of their stakeholders.

The stakeholders of the BMS are identified as follows:

- Learners
- BMS Staff
- Local Community
- Local High Schools
- Local Training Institutes
- Maori Organisations
- Pacific Island Organisations
- New Zealand Qualifications Authority
- Funding Agencies – T.E.C., Work and Income NZ, Ministry of Education
- Industry Training Organisations – ATTTO, NZRetail
- Industry Advisory Groups – Computing, Business Administration, Core Skills,
- Support Agencies - Workbridge

Learners

BMS is committed to ensuring that the interests of the learners are taken into consideration by designing courses that will benefit them in terms of personal growth, employment and / or further education. Meaningful engagement includes written and oral feedback.

BMS Staff

BMS is committed to ensuring that the interests of its staff are taken into consideration by a transparent access to relevant information. Meaningful engagement includes weekly staff meetings.

Local Community

BMS is committed to ensuring that the interests of the local community are taken into consideration by designing courses that are linked to employment skills required by local employers. Meaningful engagement includes regular contact, annual survey.

Local High Schools

BMS is committed to ensuring that the interests of School leavers are taken into consideration by designing courses that will be appropriate for them and benefit them in terms of personal growth, employment and / or further education. Meaningful engagement includes regular contact and annual survey.

Local Training Institutes

BMS is committed to ensuring that the interests of local training institutes are taken into consideration when designing new courses. Meaningful engagement includes regular contact.

Maori Organisations

BMS is committed to ensuring that the interests of Maori students, Iwi and Maori Organisations are taken into consideration. By designing courses that will benefit them in terms of personal growth, employment and / or further education and delivering the content that will offer equal opportunity outcomes to Maori learners. Meaningful engagement will include establishing communication beneficial to both parties.

Pacific Island Organisations

BMS is committed to ensuring that the interests of Pacific Island students and Pacific Island organizations are taken into consideration. Should any students of Pacific Island background enroll on our courses, tutors and management will look at ways to enhance their learning experience and achievements. Meaningful engagement will include establishing communication beneficial to both parties.

New Zealand Qualifications Authority

BMS is committed to ensuring that the interests of the NZQA are taken into consideration by implementing and documenting a Quality Management System to ensure ongoing quality. Meaningful engagement includes the NZQA audit process.

Funding Agencies – T.E.C., Work and Income NZ, Ministry of Education

BMS is committed to ensuring that the interests of the funding agencies are taken into consideration by designing courses that will benefit their clients in terms of personal growth, employment and / or further education and working toward meeting all contracted obligations and outcomes. Meaningful engagement includes regular contact ensuring our obligations are being met.

Industry Training Organisations – ATTTTO, NZ Retail

BMS is committed to ensuring that the interests of the relevant ITO's are taken into consideration by adhering to all assessment and moderation requirements stipulated by the ITO's and NZQA. Meaningful engagement includes completing the moderation requirements.

Industry Advisory Groups – Computing Business Administration, Core Skills

BMS is committed to ensuring that the interests of the relevant Industry Advisory Groups are taken into consideration by adhering to all assessment and moderation requirements including attending moderation group meetings where appropriate. Meaningful engagement includes gaining industry advice.

Support Agencies - Workbridge

BMS is committed to ensuring that the interests of learners with disabilities are taken into consideration by liaising with Workbridge in an effort to offer their clients training that will benefit their clients in terms of personal growth, employment and / or further education. Meaningful engagement includes discussions on how we can help their clients.

EVALUATION AND REVIEW

Evaluation and review will include input from tutors and Branch Managers during the Annual Quality Assurance Self-Review

Equal Employment Opportunities Policy

The BMS is committed to Equal Employment Opportunities by ensuring equality in all aspects of Employment regardless of gender, age, religion or ethnic background. BMS will continue to employ staff suitable to their Charter - Mission and Special Character.

Definition - Equal Employment Opportunities has been defined by the Equal Employment Opportunities Trust as “...eliminating barriers to ensure that all potential employees are considered for the employment of their choice, and that they have the chance to perform to their maximum”. BMS will remunerate staff equally for the same positions in the organization regardless of:

- Gender
- Age
- Ethnic background
- Religion

BMS will offer advancement within the organization suitable to the employees skills regardless of:

- Gender
- Age
- Ethnic background
- Religion

BMS will recruit suitable employees with qualifications required by the governing ITO regardless of:

- Gender
- Age
- Ethnic background
- Religion

EVALUATION AND REVIEW

Evaluation and review will include input from tutors and Branch Managers during the Annual Quality Assurance Self-Review

Equal Education Opportunities Policy

The BMS is committed to Equal Education Opportunities by ensuring equality in all aspects of Education regardless of gender, age, religion or ethnic background. BMS will continue to enrol students suitable to their Charter - Mission and Special Character regardless of:

- Gender
- Age
- Ethnic background
- Religion

BMS will offer social support, educational support, and tutoring support to all students enrolled in BMS regardless of:

- Gender
- Age
- Ethnic background
- Religion

EVALUATION AND REVIEW

Evaluation and review will include input from tutors and Branch Managers during the Annual Quality Assurance Self-Review.