



TAFE College (NZ) Ltd

Charter

2003

CONTACT DETAILS

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Submitted under the authority of the governing body of TAFE College (NZ) Ltd, Mr Ross Ernest Vernall.



MISSION

“To provide quality training to learners in tertiary education by being adaptable and responsive to learners’ needs”.

“Ko nga whaingā hei whakaturia te nui rawa atu a nga akonga I roto te matauranga o te kura, a, hei awhina nga hiahia o nga akonga.

The purpose of this Mission is to:

Ko te take o te kaupapa nei ki:

Equip learners with foundation and vocational skills.

Increase learner access to training.

Assist learners to obtain and retain employment.

Kia u nga pukenga putake I roto I nga tauira.

Kia whakanui te huarahi o nga akonga mo te mahi kura.

Kia awhina nga akonga kia whiwhi ai nga mahi, a, kia u ai aua mahi hoki.

SPECIAL CHARACTER

TAFE College (NZ) Ltd (hereinafter referred to as TAFE) first commenced operations in 1991 with a site in Whangarei offering computing and sales training under ACCESS funding. TAFE is a progressive organisation that has since expanded its operations into Auckland and Hamilton, extended its scope and level of accreditation to level 4, secured funding from a variety of sources including Training Opportunities, Youth Training and EFTS funding and its range of training to include a broad range of training (the majority of it being technology based) such as:

- Computing
- Office

Strategy Three *Raise Foundation Skills so that all People can Participate in our Knowledge Society*

- TAFE has been fully involved in initiatives to improve literacy of learners and is making progress toward aligning with the draft adult literacy quality mark.
- A broad range of foundation skills identified as being critical to a persons' performance in today's society including literacy, numeracy, computer skills, communication, teamwork, time management, self-confidence, motivation, personal presentation etc are integrated into our programmes
- In acknowledging that New Zealand is becoming increasingly culturally diverse, TAFE has proven capability in providing ESOL training
- Our e-learning course places a computer into learners homes, bringing both learners and their families in touch with computer technology

Strategy Four *Develop the Skills New Zealanders need for our Knowledge Society*

- TAFE obtains information from employers to ensure that the training offered meets employer needs
- TAFE has had extensive discussions with the City of Manukau EducationTrust (COMET) to ensure that we meet the needs of the local economy and population in opening our Manukau Campus
- Vocational skills provided by our programmes are transferable across many industry sectors eg, software knowledge, internet, technology, administration, marketing etc.
- TAFE has built strong industry linkages with many employers by providing our learners with opportunities to participate in work experience
- TAFE has traditionally achieved targets for learners by assisting them to achieve employment at the conclusion of their training
- Career planning and career exploration is integrated into our programmes

Strategy Five *Educate for Pacific People's Development and Success*

- We believe that we are contributing to assisting Pacific People to develop skills through introducing our e-learning course. Approximately 10% of students enrolled on this programme identify as Pacific ethnicity and most are first time learners.
- TAFE has superior systems in place to support achievement of these learners

TAFE acknowledges its obligations and will continue to seek further opportunities to align with the objectives within the tertiary education priorities in order to be a credible recipient of public funding.

Contribution to Tertiary Education System as a whole

TAFE offers National Certificate qualifications to a wide spectrum of learners from beneficiaries and "second chance" learners to learners who wish to gain qualifications in order to make a career change. In addition to achieving success in linking learners with employment, TAFE also contributes to the tertiary education system by complementing training offered by other Tertiary Organisations in four main ways:

- Varied delivery methods offered complements the customary full-time training provided by other Tertiary Organisations in the regions in which we operate eg. e-learning with an on-site campus in the student area for learning assistance and support, short fast-track real estate courses etc.
- Learners are introduced to the concept of part-time/distance learning to continue with life-long learning such as that offered by The Open Polytechnic of NZ once they have obtained employment
- Excellent results (educational, employment and further training) are achieved for youth making transition from secondary school
- Pathways are provided for learners to move onto higher level tertiary training such as that offered at Polytechnics

TAFE plans to continue and build on its position of providing a transition for learners into higher level training or employment and complementing the training offered by other players within the tertiary education system.

Approach and Collaboration and Co-Operation with other Tertiary Education Providers & Organisations

TAFE has always been involved in networking practices and continues to participate in network activities with other Tertiary Education Organisations. These activities have proven to be beneficial for the following purposes:

- establishing a foundation to formalise co-operation and collaboration partnerships
- information sharing
- establishing pathway links for learners
- providing input and support for training offered

Tertiary Education Organisations that TAFE currently has dialogue with include:

- Northland Training Providers Collaboration Group (which includes majority of Northland Training Providers including Northland Polytechnic)
- Whitecliffe College of Art and Design
- Unitec
- AUT
- NZ Management Academy
- Tricia's Academy
- Te Wananga o Aotearoa
- Flexible Learning Systems Ltd & Education IT

Other non Tertiary Education Organisations that we have established valuable links with in order to gain an understanding of learner and industry requirements include:

- Work & Income New Zealand
- Tertiary Education Commission
- New Zealand Qualifications Authority
- Studylink
- Career Services
- Local industry employers within regions

- Secondary Schools
- Real Estate Institute NZ (which also acts as the ITO for this Industry)
- Distance Education Association NZ
- Employer & Manufacturers Association
- NZ Training Providers Association
- LDS Employment Services
- City of Manukau Education Trust (COMET)
- Guidetools
- QED & Associates
- Meta Office

TAFE will continue to maintain these relationships and develop new relationships to ensure congruence with the wider tertiary system.

Approach to fulfilling Treaty of Waitangi obligations

TAFE recognises that it has a role in assisting the Government to achieve Treaty of Waitangi obligations as per Strategy Two of the Tertiary Education Strategy. TAFE encourages and supports the active participation of Maori in training to enhance and develop their skill base and further their employment potential. This is currently achieved in the following ways:

- Campuses are strategically placed in regions of significant Maori population
- Delivery methods, in particular e-learning, is proving to be particularly appealing to Maori students allowing them to accommodate their family commitments and study in their home environment
- Initiated discussion with Te Wananga o Aotearoa regarding our programmes
- Feedback is encouraged from Maori learners, and Maori representation on student bodies is ensured. TAFE aims to work in partnership with the learners to further improve their learning experience and enhance and develop our current programmes to meet their needs
- Staff are encouraged to undertake activities and further study to enhance their appreciation of the Treaty of Waitangi and interaction with Maori and other cultures.
- Supportive environment is provided in order to encourage achievement
- Maori are depicted in marketing material in an attempt to encourage recruitment

TAFE is developing formal relationships with local Tangata Whenua in each region in which it operates. TAFE plans to achieve increased participation from Maori within the organisation at a planning and development level over the next 12 months.

Approach to meeting the needs of Pacific Learners

TAFE acknowledges its responsibility to meet the educational needs of Pacific people as per Strategy Five of the Tertiary Education Strategy. TAFE currently fulfils this role in the following ways:

- TAFE currently employs staff identifying as Pacific Islanders

- As previously discussed, the e-learning programme is proving to be appealing to Pacific Island students allowing them to accommodate their family commitments and study in their home environment
- Our Manukau Campus is strategically placed in an area of significant Pacific Island population
- Feedback on our programmes is obtained from Pacific Island learners
- Achievement is encouraged through offering a supportive environment

TAFE is yet to develop formal relationships with collective Pacific organisations and is currently investigating options to do so in each region that it operates. TAFE plans to make significant steps toward this goal by the end of 2004.

Approach to meeting the Educational Needs of Learners

TAFE is committed to providing a supportive learning environment and exceeds in accommodating the needs of learners in order that they are satisfied with their learning experience. Strategies to achieve this include:

- Learners are required to complete enrolment forms and entry assessment to determine their suitability for the training they are enrolling for and/or whether additional learner assistance is required during their training
- Learning is self-paced and based on the individual learners' needs
- The on-site component of our e-learning programme is an innovative method of providing tutor and group support for these learners
- Tutor to student ratios are moderate
- Processes are in place to discuss progress with learners throughout their training
Staff are sensitive to learner's personal, social, vocational and cultural needs and provide assistance or referral to outside Agencies, where necessary
- Processes are in place to provide post training support to learners upon leaving training
- Modern facilities, resources and advanced technologies are provided during learning
- Learners are encouraged to provide feedback on their learning experience both periodically throughout their learning and at the conclusion of their training. This feedback is then analysed and modifications made, where necessary

TAFE recognises learners as major stakeholders in our operations and will continue to deliver and enhance the above strategies in order that the varied needs and expectations of learners are catered for.

Approach to ensure that the Organisation develops and supports a Staff Profile that Reflects the Mission and Special Character

TAFE promotes excellence in its staff through human resource policies and procedures ensuring that all staff have the skills, knowledge and attitude to perform in their jobs effectively. Policies include:

- selection and recruitment of teaching staff in line with NZQA Accreditation Moderation Action Plans
- induction of staff upon commencement to ensure staff understanding of the Organisation and it's mission
- performance appraisal of staff occurs after three months of employment and annually in order that feedback is given on performance
- financial provision for professional development and negotiation of training plans with staff members annually
- remuneration that is fair and reflects responsibility and ability
- operation of an equal employment opportunities policy
- adherence of good health and safety practices

TAFE will continue to maintain these practises and as a consequence promote an organisational culture that is able and dedicated to execute our mission and special character.

Governance and Management Structures and Principles

TAFE is a limited liability company incorporated under the Companies Act and registered as a Private Training Establishment by the New Zealand Qualifications Authority. TAFE is a multi-site organisation with campuses located in the following regions:

- **Whangarei Campus:** Gilmore Brown Business Ctre, 30 Rathbone St, Whangarei
Telephone: 09 438 7768 Fax: 09 438 7768
- **Newmarket Campus:** 39-43 Gillies Avenue, Newmarket, Auckland
Telephone: 09 522 1940 Fax: 09 522 1950
- **Manukau Campus:** Level 7, 5 Osterley Way, Manukau City Centre, Auckland
Telephone: 09 262 1940 Fax: 09 262 1945
- **Hamilton Campus:** 1 Cook Street, Hamilton East
Telephone: 07 856 1484 Fax: 07 856 1485

TAFE is governed by the organisation's Owner and Director, Ross Vernall, who has overall responsibility for operations. The Director is assisted by a management team consisting of three senior staff from regions, finance and varied subject areas to ensure that all aspects of operations are incorporated. Responsibilities of this team include:

- strategic planning
- charter development
- stakeholder consultation
- quality management systems
- programme development
- programme evaluation
- internal and external moderation
- registration and accreditation
- financial planning and budgeting
- funding
- statistical reporting

TAFE is committed to quality and has developed a single unifying quality management system under which each Campus operates. Internal audit of operational systems is regularly carried out by the quality assurance member of the management team.

In acknowledging the fluid nature of socio-political environments, review of strategic plans is also regularly carried out by the management team.

TAFE maintains financial records in accordance with generally accepted accounting practices (GAAP) and legislative requirements. Financial audit is carried out by an independent chartered accountant annually.

TAFE periodically reviews and refines its management structure and practises to ensure best practise, accountability and financial viability.

Consultation Undertaken in Preparation of the Charter

TAFE recognises that the following stakeholder groups have played an important part in shaping its operations through past and present discussions and TAFE plans to maintain dialogue with these groups in the future:

- Students (past and present)
- Staff
- Other Tertiary Organisations
- Local employers
- Government agencies
- Secondary Schools
- Maori Organisations and Communities
- Pacific Organisations and Communities
- REINZ

An advertisement inviting the above stakeholders to consult on our draft charter was placed in the following daily newspapers in each region in which we operate on 27 August 2003:

- The Northern Advocate
- The Waikato Times
- The New Zealand Herald

This resulted in some requests for the draft charter from stakeholders. Members of each stakeholder group were also directly approached to ensure participation in consultation.

Stakeholders were advised of the purpose of Charters and the requirement and process of consultation. TAFE undertook to encourage a consultation process that was open, sincere and resulted in adding value to TAFE's contribution to the tertiary education system.

Feedback on the draft charter was then obtained either through face to face meetings with individual stakeholders and/or through written submissions.

The Minister has made no request for TAFE to consult with any other particular person or group.

Consultation Report

Submissions for consultation closed on 19 September 2003 and feedback received from stakeholders largely endorsed the draft charter. In particular, stakeholders reiterated the following key messages that had been included in the draft charter:

- TAFE offers a high level of support and encouragement to learners through the professionalism of staff
- Delivery methods are advantageous in attracting learners whom may have not otherwise attended training
- TAFE is dynamic and able to change whilst maintaining quality
- TAFE needs to build and strengthen its links with Tangata Whenua and Pacific Island communities

Other than minor modifications to formatting and wording to build on and clarify some statements, the following key modifications to the draft charter have been made as a result of stakeholder feedback:

- A statement acknowledging alignment with strategy one of the tertiary education strategies has been included.
- Mission statement has been interpreted into Te Reo Maori
- A statement indicating future aims in line with strategic plan has been included at the conclusion of each section

Stakeholders have been advised of the modifications made to the charter as a result of their input and have been provided with an updated Charter as sent to the Tertiary Education Commission.

TAFE has valued the consultation process and although it has always sought input from the majority of stakeholder groups, has used the process to formalise these relationships and develop links with those groups previously not well linked with. TAFE plans to maintain an on-going consultative process to ensure participation of stakeholder groups at a planning and development level and will update our strategic plan to reflect this.