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AVONMORE  
*Tertiary Academy*

*THE FIRST STEP TO  
YOUR CHOSEN CAREER*

# CHARTER

**1 January 2004 – 31 December 2008**



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Registered name	Avonmore Tertiary Academy Ltd
Trading name	Avonmore Tertiary Academy
Ministry of Education identification no.	8674
Contact person and number	Karl Yates, Director, DDI [03] 381 3501

## **1. THE AVONMORE MISSION**

Our mission is to inspire our students to reach their potential in their chosen career. Avonmore is dedicated to providing educational opportunities towards industry employment to students whose access might otherwise be restricted or non-existent by offering international and nationally recognised qualifications that reflects the needs and demands of the market and industry. We are dedicated to providing excellence and quality in all our activities and engagement with our stakeholders.

## **2. OUR VALUES**

### **Stakeholders**

Our relationships with the people we work with will be based on mutual respect; valuing their diversity, potential and contribution.

### **Quality Assurance**

We will be recognised as an organisation that continually improves and enhances the service it provides to its students

### **Accessibility**

Learning will be accessible and will meet the needs of our stakeholders

### **Responsive**

We have a willingness to provide prompt attention to the needs of our students

### **Empathy**

We will be approachable, communicate and understand the needs of our students

## **3. OUR SPECIAL CHARACTER**

### **We are well established with proven quality**

Through our own experience and development over fifteen years of operation we are aware of the need and demand for quality management. We have recently been awarded a 3-year audit by NZQA for all sites.

### **We have established a national licensing system**

Licence arrangements in Whangarei, North Shore, Tauranga and Hutt Valley offer the use of the names, marks and business quality systems of Avonmore while retaining the licensee's own educational academy. This unique arrangement offers licensees access to Avonmore's accreditations, QMS and marketing systems. The licensing programme which is fully approved by NZQA and MOE has been operating successfully since 2000 and delivers economies of scale in marketing, intellectual property and quality.

Continued growth is planned in training numbers through a mixture of the following sources:

- New licensee sites

- International students – presents largest growth potential over the next 5 years
- ITO funding
- TRAINING OPPORTUNITIES PROGRAMME & Youth Training
- Corporate Training
- New and growing existing contractual arrangements
- SPF and/or EFTS growth as available

**We currently offer courses and attract funding from a variety of funding agencies and industries**

We offer the following courses at levels 1 to 3 on the NQF, 100% funded by TEC for second chance students who meet the eligibility criteria:

- Adventure & Tourism – Training Opportunities Programme & Youth
- Workplace Computing & Office Administration – Training Opportunities Programme
- Bar & Restaurant Service – Training Opportunities Programme
- Frontline/Reception – Training Opportunities Programme & Youth
- Hairdressing – Training Opportunities Programme & Youth
- Warehousing & Driver Training – Training Opportunities Programme & Youth

We deliver training for Canterbury Hairdressing Apprentices under contract to the Hairdressing ITO

TEC under the EFTS fund, support the following courses at levels 3 to 7 on the NQF:

- Computing
- Business Administration
- Computing & Network Support
- Computer Network Systems Engineering
- Hospitality
- Hairdressing
- Driver Training
- Rangataki Maia
- Occasional STAR programmes
- Plan to introduce Tourism at level 3 & 4

The Licensees currently offer:

- Computing
- Business Administration
- Computing & Network Support
- Driver Training
- SIT [Southern Institute of Technology] Driver Training is delivered under a contractual arrangement
- International students
- SPF
- Rangitahi Maia
- Corporate Training

Development of training in new industries and new funding streams will occur as opportunities arise.

## **We offer educational programmes that meet the needs of our stakeholders**

Avonmore has a market that is built upon individualised student attention, quality systems, diversity and range of vocational courses from NQF levels 1 to 7 providing outstanding educational and employment outcomes for students. Avonmore offers industry experienced and qualified tutors in their given field.

Avonmore offers educational opportunities to students from levels 1 to 7 on the NQF whose access might otherwise be restricted or be non-existent by creating a supported learning environment that encourages hands-on learning from industry trained tutors. This is in no way intended to exclude free access and where demand from suitable students exceeds available places, selection will be on assessed ability to achieve contracted outcomes.

Our full time students have historically had lower school qualifications and been unemployed. Whilst this varies across sites and industries this is the group that we target and offer a higher level of support than they would receive from the traditional state funded tertiary environment. As students proceed towards levels 3 - 7, students are carefully managed to ensure they have the required levels of competencies and attitude to be successful in the workplace.

Integrated numeracy and literacy is being interwoven through delivery and assessment at levels 1 – 3, which aligns with student access to higher learning.

Avonmore offers individualised student attention and small classes of between 8 to 12 students per tutor for practical sessions. We teach generic life skills [attitude, communication and motivation] combined with industry skills, ensuring our graduates have the requirements to succeed in the evolving knowledge society. [strategy 1 & 3]

## **We have built a reputation for flexible, high quality, up-to-date programmes that reflect the needs of industry and stakeholders**

We have developed close working relationships with industry groups ensuring we deliver programmes that are technically up-to-date and relevant to prospective employers. Our programmes are seen as dynamic entities that change on an ongoing basis to meet the changing expectations of students, industry and funding bodies.

## **We have established and are working towards pathways for our students**

The student focus is encouraging students to engage with industry as soon as possible by way of work experience, thereby improving motivation, employment opportunities and course completions. We have developed special working relationships with a variety of industry groups that provide opportunities for our students to explore the goal of assisted job placement. Student pathway development is a key strategy in securing positive educational and employment outcomes.

We look to work in partnership with English Language Schools in order to provide pathways for International students. We are currently working and seeking to work with Polytechnics and Universities to formalise pathways for students into degree programmes on the completion of training at Diploma level 5 & 6. We also seek to align some parts of our programmes to TEI prescriptions thereby helping students to move more easily into pathwayed university study.

## **4. OUR CONTRIBUTION TO NEW ZEALAND'S IDENTITY AND ECONOMIC, SOCIAL AND CULTURAL DEVELOPMENT**

### **Identity**

Avonmore has been successful in identifying and capturing niche markets throughout the country in up-skilling students with a broad range of skills and capabilities from foundation level to advanced technical competencies. Many of our students are denied access to higher learning and enter programmes at levels 1 to 3 and gain generic skills such as cognitive and generic workplace skills, adaptability and teamwork. Students can thus secure pathways to levels 3 to 7, through Avonmore or other institutions, to gain more technical and industry specific skills.

Avonmore is a significant national provider of ICT training and the sector is employing more New Zealanders than ever. An analysis of census data shows that 81,943 or 4.7 per cent of the workforce was in an IT occupation and/or working for an ICT company in 2001. This is up from 64,770 of the workforce in 1996.

As people employed in low-skill occupations are unlikely to up-skill to higher technical competencies by attending full time courses, we are increasingly being recognised for offering short/part time courses that fit in with their work environment. We have developed the ability to offer these shorter and more intensive courses, ensuring they are accessible and affordable to the student, with high completion levels, due to meeting student and industry demand, e.g.

- Driver Training
- MYOB – Computerised Accounting
- PC Repair
- Café & Bar – Hospitality
- General Manager's Certificate – Liquor Licensing
- Others are planned for the future

We are recognised for piloting integrated numeracy and literacy throughout our level 1 - 3 programmes thereby improving the generic skills of our students, which increases the flexibility and adaptability of the students to change when they enter the workforce. Within these programmes we are building values and traditions that minimise the risks of people's skill sets becoming obsolete. This is achieved by specialised in house training of relevant staff members.

We are committed to delivering higher technical specialist skills and local and international qualifications ensuring our students are capable of seeing and implementing opportunities for improved productivity. All students strive to complete nationally recognised qualifications and our students are completing international qualifications, such as Pivot Point, Globqual and CompTIA.

### **Economic**

We are responsive to meeting the regional needs in our various locations.

We are strongly connected with the community and have effective working relationships with industry groups, local consultative groups and regional organisations.

We are a major contributor and leader in educational associations to regional and national levels. Our founding Director was the Inaugural Chairperson of the Hairdressing ITO and our staff wrote the original Hairdressing unit standards and Industry Assessor Application.

We are currently represented on Education NZ Research Group, NZAPEP, Executive Membership, NZQA Quality Assurance, units review, NZ Dip Business Review Group, NZQA Business Management Advisory Steering Group, TEC & Funding Category Review and NZQA PTE Forum.

## **Social**

We recognise the importance of course availability and student outcomes to the economic, social and cultural development of the various regions.

We provide a range of courses and qualifications that meets the needs of the local regions

We promote the importance of environmental sustainability through our courses and operations. We operate with well maintained and regularly up dated technologies.

We provide second chance/foundation courses for students and our Mission Statement and Values are closely aligned with the Tertiary Education Strategy by:

- providing access to tertiary education to students that would otherwise have been denied [strategy 1, 3 & 6]
- empowering students to gain new skills and qualifications and to connect with employers as soon as possible thereby gaining confidence and achieving rewarding work
- improving the standard of living for our students
- providing pathways to further training and/or employment
- improves individual contribution to society, socially and economically for their lifetime.
- Providing programmes that reflect demographic changes and requirements for individuals to learn skills in technology, tourism, hospitality, fashion and driver training.

## **Cultural**

We recognise the wider cultural presence of international students, partnerships and pathways with other institutions

We will maintain a safe learning environment.

## **5. OUR CONTRIBUTION TO THE NEW ZEALAND TERTIARY EDUCATION SYSTEM**

Avonmore contributes primarily to the NZ Tertiary Education System by providing access for students to programmes that they would have been traditionally restricted from entering due to high academic entry criteria. We provide “threshold competencies” or foundation skills for those students wanting to pathway to higher learning. These programmes meet the current and future needs of all stakeholders in the regions. In this way we contribute significantly to strategies 1, 3 & 6 and relevant STEP objectives.

Our focus is on vocational education and training that strategically meets the needs of our stakeholders and regions. Our range of courses is characterised by relevance in achieving targeted vocational and academic outcomes and/or further training. A comprehensive range of student learning and pastoral support services seek to ensure high rates of student retention and success, consistent with the diverse range and changing needs of students.

Avonmore meets most contractual outcomes [full employment, further training or education] with targets of 65% of students finding employment and a minimum of 75% achieve enhanced education outcomes for Training Opportunities Programme and Youth Training.

Avonmore students complete courses with skills and qualifications; connecting with industry as soon as possible enhances their learning. Work experience is a key strategy in linking the students with the demands of industry. It is noticeable that work experience improves student attitudes and behaviours. Students at NQF levels 1 to 3 complete an individual learning plan, focusing student achievement on positive outcomes. Student centred education and employment orientated training is an imperative.

Our contributions at a regional and national level are based on collaboration and partnerships with providers and industry to enhance the opportunities for every student. Industry and professional collaboration through industry advisory group meetings and broader industry liaison seek to ensure that courses are relevant and quality is maintained.

Course development is increasingly guided by collaboration with Polytechnics; pathways into degree programmes requiring alignment, ensuring our course curricula is seamless for our students. We aim to offer students the opportunity of entering tertiary education at the foundation level with options of progressing into degree programmes with the TEIs, or employment as suits individual student career goals.

Our licensing programme represents an innovative approach where we have franchised distribution of IT & Computing programmes to other sites and providers. This approach has delivered cost effectiveness in marketing, courseware development and quality assurance. Our motivation was to expand our business without large capital outlay, ensuring financial and management stability and at the same time providing a broader student base. We now have a platform for future development, with the majority of our growth, targeted towards international students.

Staff and licensees are encouraged and supported to make individual and collective contributions through active membership to educational and professional forums. Staff participate regionally and nationally in a variety of industry and sector activities.

Through these systems and mechanisms and direction, as detailed in this document, Avonmore will meet its obligations under strategy 6 of TES – to strengthen system capability and quality for our knowledge society.

## **6. OUR COLLABORATION AND CO-OPERATION WITH OTHER TERTIARY EDUCATION PROVIDERS AND ASSOCIATIONS**

Avonmore will be identified as an organisation that works collaboratively with other providers to find innovative ways to meet the needs of its stakeholders and communities.

The existing range of collaboration relationships adds value to and extend the learning opportunities for Avonmore students and contribute to improved organisational performance.

Avonmore is working with UNITEC, WelTec, CPIT and Victoria University, developing MOUs [Memorandum of Understandings] that provide academic pathways for international and domestic students to continue their future study to higher qualifications. MOUs have been established with Kings English School and Going Places in order to pathway international students from English language to degree programmes. This strategy enables Avonmore to use its resources more effectively to deliver it's core international programmes of IT Computing, Hospitality, Business and Hairdressing. This core of international programmes will be expanded in the future.

The relevance and appropriateness of our programmes rely on effective linkages with industry and business. Industry Advisory Board Meetings provide a valuable means of receiving input from industry. Work experience, industry visits and membership of professional associations complement industry input. ITO's provide another source of industry relevant feedback. Ongoing consultation with ITOs is a feature of programme development.

We are nimble and able to be responsive to new industry needs. We have recently developed a Frontline course that enhances student's computing skills to more closely match front office industry requirements. Rather than compete head-to-head with an existing provider we are working collaboratively with Adept Computing where they pathway their students to Avonmore for "finishing". We work with the Salvation Army, pathwaying our students from our workplace computing courses to their specialised accounting courses.

Avonmore is a member of Education NZ, New Zealand Association of Private Education Providers [NZAPEP] and works with Industry Training Organisations, providing training that closely match industry needs. These professional associations help facilitate academic pathways, professional development, project research, information technology, shared services and services concept.

Avonmore sits the Local Employment Co-ordination [LEC] group that works on local employment issues representation across wide sector groups, including employers, Work and Income, Schools and Tertiary Education, Employers Association, Manufacturers Association and Workbridge.

Partnerships with secondary schools are vital in improving and recruiting students for our IT Computing, Hospitality and Hairdressing programmes through relevant curriculum alignment and development. We have recently appointed Jackie Katae who was previously employed by Work and Income to further this relationship.

### **Past Associations**

Representation as the inaugural chair of the Hairdressing ITO, Board Member Canterbury Chamber of Commerce, Margaret Yates awarded MBE for contribution to Hairdressing industry and leader of NZ Hairdressing World Cup Team over 3 World Cups.

## **7. OUR APPROACH TO FULFILLING OUR TREATY OF WAITANGI OBLIGATIONS**

We are in the process of integrating Maori cultural awareness into our programmes that will improve Maori community, student and staff participation throughout the organisation

Avonmore will provide an environment where Maori development, aspirations and achievements are supported, valued and encouraged. We are developing new strategies to train more Maori students involving partnerships with local iwi to promote opportunities and training programmes that meet the needs of Maori. It is hoped that these strategies will improve Maori student participation, retention and success.

We will ensure that an effective means of increasing Maori participation in governance and decision making by establishing and maintaining structures that ensure effective accountability.

We will support and develop Maori staff profiles within the organisation, providing opportunities to Maori, which meets their needs and aspirations and contributes to Maori strategic and economic development.

Students will be encouraged to express themselves with Karakia and at graduation ceremonies a Waiata will be sung. We will use music and posters to celebrate Maori culture. The local Iwi will advise us on matters of protocol, cultural guidance and provide practical mechanisms to support, in particular, young Maori. This will continue to be developed until all relevant stakeholders agree that TES strategy 2 and STEP objectives 8 – 13 is achieved within Avonmore. We will work towards continuous improvement.

As a cluster group of PTEs [Going Places, YMCA, Canterbury International College, Adept, Mainland Driving and Avonmore] we are working with Richard Tankersley, Te Runaka Ki Otautahi o Kai Tahu, Iwi Council of Kai Tahu, representing the Christchurch urban area in developing a process of protocols to consult with local iwi.

## **8. OUR APPROACH TO MEETING THE NEEDS OF PACIFIC PEOPLES**

Avonmore recognises a need to develop links with Pacific communities over the next two years. We will ensure that we provide pathways for Pacific peoples, supporting their learning and developing their aspirations. Avonmore is committed to recognising and alleviating the barriers for Pacific peoples entering education and training. This will continue to be developed until all relevant stakeholders agree that TES strategy 2 and STEP objectives 25 – 27 is achieved within Avonmore. We will work towards continuous improvement.

## **9. OUR APPROACH TO MEETING THE EDUCATION NEEDS OF STUDENTS**

Avonmore is committed to providing an environment where student aspirations and achievements are supported.

We will ensure all graduates possess the necessary skills and attitudes to be “work ready”.

All students at levels 1 to 3 receive a diagnostic assessment of their numeracy and literacy competency at the beginning of their course and receive support throughout their training. Each student completes an individual learning plan that identifies their vocational and education goals. Our culture is directed towards anticipating and responding to student needs with a focus towards their future career pathways.

We ensure that adequate, appropriate and physical resources are provided to all our students in and outside the classroom. Each site provides students with average class sizes of 12 students, for practical sessions.

Students have access to appropriate guidance and support systems.

We regularly monitor course outcomes and student satisfaction through course and tutor evaluation surveys and have recently introduced an annual student destination survey for NQF levels 3 to 7.

## **10. OUR APPROACH TO ENSURING THAT THE ORGANISATION DEVELOPS AND SUPPORTS A STAFF PROFILE THAT REFLECTS ITS MISSION AND SPECIAL CHARACTER**

Our staff are committed to meeting student learning needs in a safe and supportive environment that accommodates different cultures, learning styles and abilities.

Through our tutor support structure we offer our staff support in developing courseware and student management. All industry tutor groups meet regularly to review student and course progress.

We offer and pay for ongoing professional development for all tutorial staff ensuring their skill sets remain relevant and up-to-date. All tutorial staff are required to complete assessor training and full time tutors undertake studies towards the Certificate in Adult Learning and higher learning.

All staff are encouraged and supported through coaching, training seminars, specific vocational and professional training opportunities and networking.

We provide an induction programme for our new staff ensuring they further enhance the requirements of our mission statement and special character. We actively recruit new staff members from differing cultural backgrounds and within the EEO regulations.

Our staff receive a job description and employment agreement on commencement of employment and undertake an annual appraisal with their manager, providing feedback on performance.

We actively empower our staff to offer suggestions for improvement and innovation in delivery and learning support. Avonmore is a dynamic entity, constantly evolving and improving quality systems to improve the needs of students, staff, industry, funding bodies and other stakeholders.

Our tutor support structure is the Avonmore point of difference and strength.

## **11. OUR GOVERNANCE, MANAGEMENT STRUCTURE AND PRINCIPLES**

Avonmore is a private training establishment registered and accredited by New Zealand Qualifications Authority. The establishment is a body corporate and ownership and governance structures are clearly defined and documented in our quality management systems.

Our quality management system(s) are applied across all our sites as documented in our QMS; Licensing Manual; Policies and Procedures Manual; New Zealand Qualifications Authority Accreditation and Licence Agreement.

We have defined the organisational structures, roles, responsibilities, authorities, lines of reporting and accountability.

Our organisation uses acceptable financial management practices and is achieving acceptable financial performance.

We use organisational performance review findings to improve performance; staff appraisals, Management Meetings, The Business Plan – performance measures include Statement of Objectives for EFTS and contracted outcomes for Training Opportunities Programme and Youth, MOE returns, Audited outcomes and TEC outcomes.

Our quality management system subject to adequate document control procedures; Policies and Procedures Manual updated February 2003; Accreditation manual updated March 2003;

Licensee Manuals updated February 2003; Management Meetings [6 weekly]; Tutor Support Meetings and QA Audit checks.

## **12. OUR CONSULTATION AND ENGAGEMENT WITH STAKEHOLDERS**

Avonmore has identified a range of stakeholders as listed. Consultation will include comments and views from these stakeholders.

### **Students**

We value the contributions that our past, present and potential students offer.

### **Staff**

Our staff is our most valuable resource and we seek their ideas and want them to actively engage with our management team. We recognise and value diversity.

### **Licensees**

We work closely with our licensees throughout the country via our licensing network.

### **Industry Groups**

Every industry at or above level 3 as has an advisory group that includes industry representatives, staff and past students.

We have special relationships with groups of employers in the hairdressing, hospitality, computing, warehousing and tourism who provide work experience opportunities for our students and feedback into our curriculum development.

We work very closely with Industry Training Organisations, HITO [Hairdressing], NZRT & L [Transport], H.S.I [Hospitality] & ATTTO [Tourism].

### **Government Agencies**

We are recognised as being effective and efficient in dealings with the government agencies with which we work.

### **Local Iwi**

As a cluster group of PTEs [Going Places, YMCA, Canterbury International College, Adept, Mainland Driving and Avonmore] we are working with Richard Tankersley, Te Runaka Ki Otautahi o Kai Tahu, Iwi Council of Kai Tahu, representing the Christchurch urban area in developing a process of protocols to consult with local iwi.



# ORGANISATIONAL STRUCTURE AVONMORE TERTIARY ACADEMY

