



ADVANCED TRAINING ACADEMY LTD

Registered and accredited by New Zealand Qualifications Authority

MoE No: 8200

Charter

for

Advanced Training Academy Limited

Date: April 2008

Registered Campuses:

15 Holmes Road, Manurewa, Auckland
40 Lovegrove Crescent, Otara, Auckland
3 Korma Lane, Panmure, Auckland
24 Garden Place, Hamilton

Trading Name:

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Introduction

Advanced Training Academy Limited (ATA) was established in 1998. ATA is registered and accredited by the New Zealand Qualifications Authority (NZQA) to offer units levels 1 to 3 in Engineering, Furniture, Carpentry, Cabinet Making, Furniture Recovery, and up to level 5 in Computing and Business Administration. In line with these training programmes, ATA also offers literacy and numeracy assistance. ATA is funded by Tertiary Education Commission (TEC) to offer Youth Training and Training Opportunities Programmes (TOPs) to clients of the Department of Work and Income (WINZ) and Ministry of Education (MoE), enabling them to develop skills and gain credits towards nationally recognized qualifications. ATA provides equity of access and opportunity for all learners.

ATA has four branches, three in Auckland (Panmure, Otara and Manurewa) and one in Hamilton. It has a staff of approximately 25 including Directors, Managing Director, Programmes Manager, Administration Officers and Tutors catering for approximately 250 learners.

The Branches

Our objectives have been to ensure that ATA is well positioned to respond to the need of our learners as well as various stakeholders. This year we have focused in improving our services, both by recruiting staff with particular expertise and improving our facilities to provide a friendly and pleasant learning environment. The following are some of the characteristics of ATA branches:

Panmure

At Panmure Branch, ATA offers a TOPs programme for engineering/welding. Because of the branch's proximity to the central district and to local industries, we are able to utilize and place many trainees into easily accessible work experience/employment. We have classes for English for Speakers of Other Languages (ESOL) for both future local and international learners. We also have classes for Computing (Level 3).

Manurewa (Holmes Rd)

Like our Panmure branch, the Holmes Road site is well situated and equipped to provide training opportunities in Engineering/Welding and Upholstery/Furniture Recovery.

Otara

We have two Trade courses; Automotive Engineering (Level 2) and Automotive Body and Panel (Level 2) with our main focus on providing for the need of Maori and Pacific Peoples learners. Otara Branch is a unique site being close to the hub of Otara and MIT with a fair share of industry available for job or apprenticeship placements.

Hamilton

In Hamilton we have relocated to a new site, which is central and provides easy access to all our learners. It offers three floors with seven computer labs. Computer courses from Levels 1 through to Diploma Level 5, plus Business Administration (book-keeping/accounting) at Level 2 are offered in our Hamilton Branch. Hamilton is a multi-cultural city that embraces all ethnicities and supports further education for all. Students and staff in our Hamilton Branch enjoy an attractive environment with city amenities and low cost living expenses.

1 Mission

Our Mission Statement/Philosophy:

Advanced Training Academy Limited (ATA) is committed to

- the provision of quality training and education opportunities, which are developed and delivered with the needs of industry in mind
- a holistic approach to the provision of training for all learners

Our Mission Purpose is to:

- Build confidence and self-esteem in learners
- Provide learners with a strong base of employment skills
- Prepare learners to obtain and retain employment
- Support self-paced learners by making appropriate classes available for students

Advanced Training Academy Limited (ATA) is committed to the provision of quality training and education opportunities, which are developed and delivered with the needs of learners, industry and the present market as a whole in mind.

Our Goals and Objectives are to:

- provide an innovative and stimulating learning environment
- maintain a range of quality training programmes delivered by well-qualified, motivated tutors
- adopt a holistic approach to all education and training
- meet the needs of individual learners through self-paced learning, supporting them to reach their full potential
- be strength-based and culturally appropriate

2 Special Character

ATA's special character is defined by its:

➤ **Multiculturalism**

We have a multicultural organisation with ability to communicate in variety of languages including: Te Reo Maori, Samoan, Cook Island, Tongan, Fiji, Arabic, Farsi, Chinese, as well as English. We provide transport and mentoring support for learners to attend job interviews. We have a strong commitment to Maori and Pacific learners' needs and development.

➤ **Holistic approach to learning**

We provide an exciting learning environment that includes hands-on and interactive learning. ATA has an on-going relationship with each learner and their families, particularly the youth group. Our focus is to keep our young learners safe while they are in our care. We work actively with community groups to ensure our learning is community and work place based.

➤ **Relevance to industry needs**

ATA aims to provide education and training programmes that meets both learners and industry quality expectations. This is achieved through evaluation and improvement of current training programmes' quality by keeping up with local employers' needs within relevant and various industries. ATA provides opportunity both for learners to gain practical experiences while specialising in theoretical framework allowing employers to be supplied with skilled future employees. ATA specialises in National Diploma and Certificate level qualifications. ATA has industry trained and experienced tutors.

➤ **Extra support to learners with particular needs**

Many of ATA's learners are from low socio-economic background and often have been unsuccessful in the mainstream education system. We offer learners specialised services in literacy, numeracy, counselling, mentoring and job seeking.

3 Contribution to New Zealander's Identity & Economic, Social and Cultural (Environment) Development

ATA's contribution to the Tertiary Education Strategy is linked to:

<p>Strategy 1 Strengthen system Capability and Quality</p>	<p>ATA strengthens system capability and quality by:</p> <ul style="list-style-type: none"> ➤ Providing learning opportunities for those disadvantaged by learning difficulties, lack of educational opportunities or negative educational or life experiences. (Strategy1, Objective 2) ➤ Establishing strong links with the secondary schools in the communities it serves to ensure that students do not “drop out” of education and training. (Strategy 1, Objective 3)
<p>Strategy 3 Raise Foundation skills so that all people can participate in our knowledge society</p>	<p>ATA raises learner foundation skills by the provision of an integrated approach to learning including:</p> <ul style="list-style-type: none"> ➤ “Learning to learn” Skills ➤ ESOL programmes ➤ Core skills including social and cooperative skills ➤ Working closely with secondary and tertiary education providers to ensure effective staircasing of learners (Strategy 3, Objective 14, Objective 17)
<p>Strategy 4 Develop the generic and specialist skills New Zealanders need for our knowledge society</p>	<p>ATA provides a range of programmes which develop the specialist skills required by industry and business including:</p> <ul style="list-style-type: none"> ➤ Levels 1 to 3 in Engineering, Furniture, Carpentry, Cabinet Making, Furniture Recovery ➤ Level 5 in Computing and Business Administration <p>Close contact is maintained with Industry Training Organisations, local industries and businesses to ensure that the programmes:</p> <ul style="list-style-type: none"> ➤ Meet current and predicted industry and business needs (Strategy 4, Objective 18, Objective 19) <p>Learners gain appropriate work placements and career</p>

	guidance (Strategy 4, Objective 21)
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ATA is committed to delivering programmes that are of high quality and relevant to the present and future economic and social development of all New Zealanders.

➤ **Economic Prosperity**

ATA is contributing in economic prosperity of New Zealand by empowering learners with skills, training and qualifications that are industry focussed. By meeting our industries' current and future skills needs, we aim to reduce the risk of New Zealand's economic development being constrained by preventable skill shortages. Since 1998 ATA has worked with over 1500 learners and over 75% of these learners have been placed into employment and/or further training. ATA has a strong commitment to Maori development and advancement. ATA actively supports and recognise Maori learners potential by creating opportunities and resources that enable learners to contribute to New Zealand's identity and future prosperity. Currently we have 40% of our learners identified as Maori.

➤ **Social Development**

ATA contributes to the social development of the communities in which it works by providing programmes, which provide young people and adults with the skills and self esteem to seek employment or progress to further education and training. ATA also provides a supportive learning environment with flexible learning programmes, which in turn encourages the learners to achieve and progress into higher skill levels. ATA takes on learners from high schools and colleges providing opportunities to these young people who otherwise may not go any further with their studies particularly if they find the mainstream school environment challenging and not rewarding. 39% of ATA's current learners are between the age of 16 and 19.

➤ **Cultural Respect**

ATA provides a learning environment where the learners are accepted without prejudice and respected as individuals despite their diverse backgrounds.

4 Contribution to Tertiary Education System as a whole

ATA contributes to the Tertiary Education System as a whole by:

- **Developing and delivering programmes that provide training based on industry needs and/or employment.**

The prime purpose of ATA is to develop and deliver programmes that are based on industry and employment need. ATA's programmes are devised to bridge the gap between learners' skills and employers' expectations. The focus of the programmes is to provide structured industry based training to improve the learner's practical skills as well as self-confidence. These include safe use and maintenance of tools and machinery, safety procedures, plan reading, and drawing. Units of literacy, numeric, communication, health and safety are compulsory components of these training. In our academic classes, computer and business administration skills are designed to equip our learners with necessary technical skills to become job ready or progress to further training.

- **Providing training for learners with low socio-economic backgrounds, often with poor education and literacy skills.**
 - Adults - ATA provides second chance education for adults who have been out of the work force for some years and many with previous negative experiences of learning.
 - Youth – ATA also maintains close links with secondary schools and colleges in order to offer alternative choices to young people who have struggled to succeed in main stream education system. (Strategy 3, Objective 14, Objective 17) (Strategy 4, Objective 20)

5 Approach to collaboration and co-operation with other tertiary education providers and organisations

ATA specialises in providing quality training and receives referrals from local schools, other training institutes, Department of Work and Income Services, and other relevant agencies. ATA seeks collaborative opportunities within the sector, which will enable us to improve and respond appropriately to our learners' needs. The wide diversity of providers and partners ATA manages relationships with are illustrated below:

➤ Relationships with schools

- Manurewa High School
- Rosehill College
- Otahuhu College
- Aorere College
- McCalley High
- Tangaroa College
- James Cook High School

ATA takes on learners from above colleges for them to continue their educational pathway. ATA also accepts learners who cannot go any further at present school or who do not find the school environment challenging.

➤ Tertiary Education Institutions

- Kokako Training
- Asia Pacific
- Skills Update
- Idea Success Training
- Te Kotahitanga Kokiri Inc
- MIT (Robyn Davey, Jim Barnes)

ATA works in close collaboration with some of the above tertiary education organisations to pathway learners to meet their individual needs so that they can achieve their best possible outcome.

➤ **Higher Education Providers**

- MIT
- Unitec

Majority of ATA's learners who seek to further their education go to MIT or Unitec.

➤ **Industry Training Providers for moderation, support and guidance**

ATA works very closely with the following Industry Training Organisation (ITO)'s in externally moderating units; setting guidelines, tutor support, auditing teaching resources, machinery and premises. ATA also purchases teaching material from the ITO's. These ITO's in turn are able to provide apprenticeships to ATA's learners who are wishing and are eligible to take up apprenticeships.

- Apprentice Training New Zealand (ATNZ)
- Building Construction Industry Training Organisation (BCITO)
- Furniture Industry Training Organisation (FITO)
- Motor Industry Training Organisation (MITO)
- New Zealand Engineering Food Manufacturing Industry Training Organisation (Competenz)

ATA works collaboratively with other trade sector-type ITOs to encourage the development of generic training programmes based on 'Skill Sets' rather than unit standards, allowing for easier access for trainees from multiple industries.

6 Approach to fulfilling Treaty of Waitangi obligation

ATA is committed to provide a high quality training, mentoring and support services for Maori, which are directly consistent with Maori traditions and aspirations.

ATA is responsive and sensitive to the cultural and social beliefs, values and practices of Iwi and Hapu so they have the opportunity to enjoy the same level of educational provision as non-Maori.

Through its policies and practices ATA is demonstrating a willingness and ability to apply the principles of partnership, participation and active protection of Maori interest in all aspect of course delivery and recruitment.

Selections of learning styles/teaching methods are constantly adjusted to appropriately suit Maori learners. A personalized approach is taken by the tutor/administrator to implement one-to-one assistance, where is appropriate.

Staff employed reflects the composition of the course target population and all processes for recruitment are culturally unbiased. Where this is not possible, staffs are required to work cross-culturally. Out of the 30 staff that ATA employs, 8 are Maori.

ATA has established a number of collaborative working relationships with various Maori organisations/providers in order to facilitate a better access to our programmes for Maori. ATA will continue to improve its relationship with local Iwi ensuring a quality service to Maori.

7 Approach in meeting the needs of Pacific Peoples

ATA promotes a full range of effective educational activities for Pacific Peoples based on government policy. These include assisting Pacific Peoples learners to develop skills that are important to the Pacific community and to all New Zealanders; and to enhance Pacific peoples learning opportunity.

ATA experience of working with Pacific communities is that a partnership approach is enabling the development of courses more likely to attract Pacific learners and provide them with more successful learning experiences. ATA has an active involvement in the Otago Education and Training Committee, which has strong links with the Pacific peoples.

ATA has a commitment at the management level to provide services that recognize Pacific peoples needs. 25% of our current learners are from various Pacific Nations and 33% of our staff is Pacific people. ATA focuses particularly on meeting the needs of Pacific Peoples in courses through:

- Enhancing the course delivery and its quality;
- Developing and or encouraging learners to participate in all aspect of ATA activities; and
- Working directly with learners and their families to reduce the inequalities and any barriers to participation.

8 Approach to meeting the educational needs of learners

ATA is committed to provide a safe and supportive learning environment that meets different needs of learners. ATA actively supports the creation of a range of opportunities by ensuring a low tutor to learner ratio to enable all learners to experience a positive learning environment, as the foundation for life-long learning.

Classrooms are equipped with modern and adequate resources. Facilities are located centrally to ensure easy access. ATA aims to provide a friendly and pleasant learning environment for all our learners.

All learners are assessed individually after enrolment in order to establish their learning strengths. Empowerment of learners means that ATA focuses on both the strengths and the needs of learners. Focusing on strengths while addressing real needs will move each learner towards achieving independence and positive outcomes.

An individual learning plans that recognize learners' existing skills but also identify their future needs are developed at the beginning of each course. Needs, such as literacy, numeracy or ESOL support, are also identified and learners are given extra assistance during their course attendance.

ATA also provides one-on-one tuition and pastoral support. Learners are given opportunities to comment on course delivery and contents on regular basis. Courses are modified based on the feedback of learners, where is appropriate.

ATA facilitate regular meetings with learners ensuring that any concerns can be raised and dealt with in an appropriate and timely manner. Branch administrators follow up issues raised in such meetings and records are kept at each site for future references.

9 Approach to ensuring that the organization develops and supports a staff profile that reflects its mission and special character

➤ General Policy Statement

ATA is committed through strategic direction, business plans and Quality Assurance Manual to further the qualifications, professional knowledge, expertise and skills of ATA staff. This allows the provision of quality training meeting the needs of individual learners. ATA operates in a multicultural environment with strong commitment to Maori and Pacific peoples. Where is possible, staff selection represents classroom composition and where this is not possible, staff are required to work cross culturally.

➤ Recruitment

All ATA staff members are required to be skilled and knowledgeable about adult education in general and have qualifications in their field of expertise in particular.

All permanent positions are approved by Board of Directors and are advertised. Positions available are always advertised internally first, providing the existing staff with career development opportunities.

The Managing Director advises and supports the selection process, job descriptions, advertising, the composition of the interviewing panel and manages the interview process including:

- Preparation and placement of advertisement for the vacancy
- Obtaining the most up to date job description
- Appointing a selection panel
- Acknowledging applications
- Making offer of appointment
- Negotiating conditions of employment with successful applicant
- Inducting new appointee

➤ **EEO Policy**

All employment decisions are made on the basis of merit. This means that all applicants are assessed through their skills and abilities ensuring that they are not discriminated because of their gender, sexual orientation, marital status, employment status, ethnic origin, disability, religious, political or ethical belief or any other personal characteristic which is irrelevant to the job.

➤ **Staff Professional Development and Performance Review**

All ATA staff members are responsible for their own professional development commitments for each performance objectives in consultation with the General Manager Education. ATA has a budget to enable staff to participate in training, conferences and support their on-going individual or and team staff professional development, knowledge and skills.

The performance of every member of staff is reviewed annually.

10 Governance, Management Structure and Principles

ATA is a limited liability company and has a national office in Panmure and three other branches in South Auckland and Hamilton. ATA is one of the first Private Training Establishments formed in New Zealand (previously known as Act Business & Computer Ltd). ATA is a relatively large company with a vision to have an international reputation as a learning academy that provides relevant education and training of high quality.

ATA is governed by a Board of Directors with the responsibility of developing the company's strategic plan and financial forecasts. The Managing Director is responsible for the overall organizational management including improving accountability, performance management, risk management and business planning. In addition the company employs a Programmes Manager with a mission to focus on the educational outcomes that are aligned with the Government's goals and objectives. It is the overall responsibility of the Directors to ensure that accurate financial management practices are followed.

ATA is committed to quality and good practice through the development of policies and procedures that support the provision of high quality, accessible and culturally appropriate educational facilities for the benefit of all New Zealanders. The Board assures the delivery of high quality services through scrutiny of reports and regular discussions with Managing Director and Programmes Manager. Each Branch Administrator is responsible for keeping records of its daily transactions, ensuring the needs of its clients are met.

ATA meets its organisational viability targets throughout the year by following its strategic and business plans ensuring that the company is fit for its purpose, in terms of both immediate accountabilities and future growth. ATA meets the target of operating without deficit.

There is an on-going assessment and periodic internal audits, confirm the operational integrity of all financial administrative practices. ATA provides an annual audited account and is available for viewing.

11 The Consultation Process

When consulting with internal and external organisations over the preparation of the Charter, Advanced Training Academy Limited used the following processes.

- 1 Consulted with ATA staff about the development of Charter and received feedback in staff meeting - July 2003
- 2 Draft Charter circulated to all staff – August 2003
- 3 Staffs were asked to share the draft document with their learners.
- 4 Draft charter with feedback form distributed to some employers: (Appendix 1)
 - Best Doors Ltd, Mangere
 - Laga Engineering, Manurewa
 - Danza Furniture, Takanini
 - Stirling Auto Trimmers, Manurewa
 - Tarnica Cars, East Tamaki
- 5 Employers feedback was collected by ATA personally visits.
- 6 An advertisement was placed in the NZ Herald on 15 September 2003 for the purposes of section 1590 of the Education (Tertiary Reform) Amendment Act 2002 listing the following as stakeholders (Appendix 2 – Newspaper Advertisement)
 - Students past and present
 - Staff past and present
 - Tertiary Education Providers
 - Secondary Schools
 - Private Training Establishments
 - ITO's
 - Competenz
 - FITO
 - Competenz
 - Manukau Institute of Technology
 - Unitec
 - CompTIA
 - Network+
- 7 The draft Charter was placed on ATA website for general comments.
- 8 All received comments and feedbacks were incorporated into final document.
- 9 The Charter Document was presented to the Board of Directors of ATA for final approval on 25 September 2003.