



Tertiary Education Commission
Te Amorangi Mātauranga Matua

18 March 2004

NZ Welding School

- **Private Training Establishments (PTEs)**
- **Other Tertiary Education Providers (OTEPs)**
- **Rural Education Activities Programmes (REAPs)**

1. Strategic Planning Assumptions

Table: Strategic Planning Assumptions

<p>1.1 List some key demographic factors that may change your expected learner profile over 2005-07.</p>	<p>1.2 Describe how your organisation will adapt its education (and research where appropriate) and the level of activity to reflect the strategic planning assumptions.</p>
<p><i>Demographic forecasts show that while NZ’s population in general is aging, Maori and Pacific peoples have younger age profiles. Maori have an older profile in the student population compared to other ethnicities.</i></p> <p>www.stats.govt.nz/domino/external/passfull/passfull.nsf/web/References+Reports+Human+Capital+Statistics+2003</p> <p>www.msd.govt.nz/documentspublications/msd/reducing-inequalities-select-committee-table.doc</p>	<p>(i) Maintain entry requirements and procedures that facilitate training by all age groups.</p>
<p><i>The “Baby Blip” in the population is now in secondary schools and will start feeding into the labour force over the next 5 years after which all regions are expected to experience slower population growth. Numerical increase will be focused on Auckland, Bay of Plenty and Nelson/Tasman regions.</i></p> <p>www.stats.govt.nz/domino/external/pasfull/pasfull.nsf/web/Reference+Reports+Demographic+Trends+2003?open</p> <p>www.dol.govt.nz/PDFs/Labour_Market_Outlook.pdf</p>	<p>(ii) (ii) Maintain operations where the NZ Welding School (NZWS) currently has sites (Bay of Plenty, Auckland and Wellington).</p>

<p><i>Demographic forecasts illustrate continued concentration and growth in numbers for Pacific peoples in key regions and continued growth in numbers participating in tertiary education.</i> <i>Continued disproportionate number of Pacific peoples (8.8%) unemployment rate compared to NZ European rate (3.4%) nationally.</i> www.stats.govt.nz/domino/external/web/prod_serv.nsf/htmldocs/2001+Census+Snapshot+downloadable+PDF+files www.jobsletter.org.nz</p>	<ul style="list-style-type: none"> (iii) Maintain focus and capability with regard to Pacific students. (iv) Research and implement delivery of courses in regions, which illustrate Pacific peoples demographic growth. (v) Strengthen our current position in key regions to support Pacific peoples development and success.
<p><i>Demographic forecasts illustrate 90% of Maori live in the N.I with 60% concentrated in Northland, Auckand, Waikato and Bay of Plenty; forecasted numbers in SI to continue. Maori participate at a greater rate in Tertiary Education than the general student population. 16.7% of Maori adults had a vocational qualification.</i> <i>Continued disproportionate number of Maori (10%) unemployment rate compared to NZ European rate (3.4%) nationally.</i> www.stats.govt.nz/domino/external/pasfull/pasfull.nsf/web/References+Reports+Human+Capital+Statistics+2003 www.dol.govt.nz/PDFs/WorkTrendsReport.pdf www.stats.govt.nz/domino/external/web/prod_serv.nsf/htmldocs/2001+Census+Snapshot+downloadable+PDF+files www.jobsletter.org.nz</p>	<ul style="list-style-type: none"> (vi) Maintain focus and capability with regard to Maori students. (vii) Research and implement delivery of courses in regions, which illustrate Maori peoples demographic growth. (viii) Strengthen our current position in key regions to support Maori development aspirations.
<p><i>Forecasted demand for qualifications and skill enhancement as NZ's general demographic shift means reliance on mid and late career workers to meet skill demands.</i> www.lmpg.govt.nz/futureofwork/workforce-aging.asp www.lmpg.govt.nz/futureofwork/workforce.asp</p>	<ul style="list-style-type: none"> (ix) Maintain entry requirements and procedures that facilitate training by target age groups.
<p><i>Significant and sustained skill shortages continue in all Demographic regions.</i> Department of Labour (May 2004) <i>WorkINSIGHT</i>, Wellington. www.rotorua-business.com/images_cust/Rotorua%20Employment%20Skills%20Strategy.pdf www.dol.govt.nz/labour-market-reports.asp</p>	<ul style="list-style-type: none"> (x) Consolidate current programme focus on core welding, fabrication and CAD.

<p>www.dol.govt.nz/PDFs/SkillsLabourMarket.pdf</p>	
<p><i>Decline in net migration inflows is predicted. Vacancies for skills shortages will not be filled by immigration to the same extent as in previous years. This will have to be met by local training.</i></p> <p>www.dol.govt.nz/PDFs/Labour_Market_Outlook.pdf www.immigration.govt.nz/occupationalshortages/ www.dol.govt.nz/PDFs/SkillsLabourMarket.pdf</p>	<p>(x) As above.</p>
<p><i>Demographic forecasts illustrate continued growth in the number of women participating in Tertiary Education. Women number 105 to 100 at the last census.</i></p> <p>www.dol.govt.nz/PDFs/WorkTrendsReport.pdf www.stats.govt.nz/domino/external/web/prod_serv.nsf/htmldocs/2001+Census+Snapshot+downloadable+PDF+files www.stats.govt.nz/domino/external/pasfull/pasfull.nsf/web/References+Reports+Human+Capital+Statistics+2003</p>	<p>(xi) Further develop capacity and marketing to support women’s continued participation in NZWS CAD and Welding programmes.</p>
<p><i>The ‘Baby Blip’ in the population is now in secondary schools and will start feeding into the labour force over the next 5 years.</i></p> <p>www.stats.govt.nz/domino/external/passfull/passfull.nsf/web/Reference+Reports+Demographic+Trends+2003?open</p>	<p>(xii) Maintain entry requirements and procedures that facilitate training by target age groups.</p>
<p><i>There will continue to be significant number of people ‘outside the labour force because of study’ (15% increase over the last 3 years).</i></p> <p>www.dol.govt.nz/PDFs/Labour_Market_Outlook.pdf</p>	<p>(xiii) Maintain entry requirements and procedures that facilitate re-training by target age groups.</p>

<p>2.1 List some key economic and social trends that may significantly impact on the needs of your learners and demand for your programmes.</p>	<p>2.2 Describe how your organisation will adapt its education (and research where appropriate) and the level of activity to reflect the strategic planning assumptions.</p>
<p><i>Skills shortages remain acute for trades; stymied economic growth; Job growth is expected to rise only slightly to 1.8% in 2006. Lower job growth is expected to temporarily push unemployment up to 5% of the labour force in 2005 with 2006 remaining above 2004 levels at 4.8%.</i> www.dol.govt.nz/PDFs/Labour_Market_Outlook.pdf</p>	<p>(i) Research and implement delivery of courses in regions, which illustrate skill shortages associated with our training focus. (ii) Maintain and further develop industry networks to identify specific course programme synergies.</p>
<p><i>Areas for major national employment growth have been Construction (15.1% in 2002-03) and Machinery & Equipment manufacturing (25.2% in 2002-03). These patterns are reflected in the regions in which NZWS operates. Especially important is the trend for growth in “transformed manufacturing such as transport equipment and sheet fabricated metal.”</i> www.dol.govt.nz/PDFs/Labour_Market_Outlook.pdf</p>	<p>(i) As above. (ii) As above.</p>
<p><i>The shortage of labour is at a 25 year high and is now a major constraint on output for one in five firms.</i> www.dol.govt.nz/PDFs/Labour_Market_Outlook.pdf</p>	<p>(i) As above. (ii) As above.</p>
<p><i>Continued disproportionate Maori (10%) and Pacific peoples (8.8%)rate of unemployment compared with NZ European (3.4%)nationally.</i> www.jobsletter.org.nz</p>	<p>(iii) Re: 1.2 (iii), (iv), (v), (vi), (vii), (viii).</p>
<p><i>Changing work organization and job structures allow for greater participation of woman across the workplace.</i> www.dol.govt.nz/PDFs/WorkTrendsReport.pdf www.stats.govt.nz/domino/external/web/prod_serv.nsf/htmldocs/2001+Census+Snapshot+downloadable+PDF+files www.stats.govt.nz/domino/external/pasfull/pasfull.nsf/web/References+Reports+Human+Capital+Statistics+2003</p>	<p>(iv) Re: 1.2 (xi).</p>

<p>3.1 List some key changes in skill requirements and labour market demand that are likely to impact on the needs of your learners and other stakeholders, such as employers.</p>	<p>3.2 Describe how your organisation will adapt its education (and research where appropriate) and the level of activity to reflect the strategic planning assumptions.</p>
<p><i>Skill shortages seem to be intensifying among unskilled/semiskilled occupations more than skilled specialist occupations. Forecasted shortage of skilled labour will continue.</i> www.dol.govt.nz/lmr-Skills.asp</p>	<p>(i) Re: 1.2 (ix), (x), (xii).</p>
<p><i>Focus on formal qualification based on NCEA/NQF. There is increased participation in post-compulsory education and a specific government focus on Modern Apprenticeships.</i> www.dol.govt.nz/PDFs/meeting-skill-needs-govt-policy-response.pdf</p>	<p>(ii) Re: 2.2 (ii). (iii) Maintain liaison with key industry stakeholders to ensure programmes remain relevant to industry needs, while retaining formal NQF basis for all qualifications.</p>
<p><i>Increasing levels of technology (e.g. special alloys, more complicated constructions, computer control of design through to manufacturing stages) demand increasingly higher levels and range of skills.</i> www.lmpg.govt.nz/futureofwork/index.asp www.aws.org/education www.aws.org/vision/vision.pdf</p>	<p>(ii) As above. (iii) As above. (iv) Maintain access to current literature provided by national and international industry organizations to support NZWS programme development and delivery.</p>

4.1 List some key external or internal assumptions and dependencies likely to affect the organisation’s ability to achieve its strategic direction over 2005-07.	4.2 Describe how your organisation will adapt its education (and research where appropriate) and the level of activity to reflect the strategic planning assumptions.
<i>Graduates must be fully acceptable to employers</i> www2.tec.govt.nz/downloads/a2z_publications/step-03-04.pdf	(i) Re: 2.2 (i), 3.2 (iii).
<i>Training must be provided in a format suitable for trainees to achieve outcomes.</i> www2.tec.govt.nz/downloads/a2z_publications/step-03-04.pdf	(ii) Review and revise course delivery and continue provision for internal team development 2005 -2007
<i>Costs will remain relatively stable over next 2-3 years (Forecast CPI inflation about 2%)</i> www.westpactrust.co.nz/olcontent/olcontent.nsf/content/FM_Economic_Overview_Q1/\$FILE/QEOApr04.pdf www.treasury.govt.nz/forecasts/defu/2003/defu03-1.pdf	(iii) Maintain current course fee levels.
<i>Government funding policies (EFTS, Student Loans) will remain consistent over the next 2-3 years.</i> www2.tec.govt.nz/downloads/a2z_publications/step-03-04.pdf www.beehive.govt.nz/budget/releases/education-excellence.cfm	(iii) As above.

2. Strategic Direction, Objectives and Performance Indicators

Strategic Direction	Objectives	Reference to TES/STEP	Performance Indicators	Target 2004	Target 2005	Target 2006	Target 2007
Strengthen System Capacity & Quality	1. Strengthen management structure for support of local delivery sites.	S1.O1 Assumptions 1.2 (ii) & 2.2 (ii)	Professional Development undertaken by key management staff to include management skills.	75% of key management staff undertake management training.	80% of key management staff undertake management training.	85% of key management staff undertake management training.	90% of key management staff undertake management training.
	2. Consolidate current specialist focus (Welding, fabrication & CAD)	S1.O2 Assumptions 1.2 (ix); 3.2 ; 4.2	All programmes annually reviewed and benchmarked against other courses of similar content.	Annual programme review and benchmarking exercise.	Annual programme review and benchmarking exercise.	Annual programme review and benchmarking exercise.	Annual programme review and benchmarking exercise.
	3. Maintain liaison with our key industry stakeholders	S1.O3. Assumptions 3.2 (iii); 4.2	All courses reviewed and approved by key industry stakeholders.	Key industry stakeholders approve annually 75% of course content of all programmes.	Key industry stakeholders approve annually 80% of course content of all programmes.	Key industry stakeholders approve annually 85% of course content of all programmes.	Key industry stakeholders approve annually 90% of course content of all programmes.
	4. Maintain focus and capability for trainees of all age groups	S1.O5 Assumptions 1.2 (ii); 1.2 (viii);	Average trainees rating of the course attended = 4.5 or better.	Average trainees rating of the course attended = 4.5 or better.	Average trainees rating of the course attended = 4.5 or better.	Average trainees rating of the course attended = 4.5 or better.	Average trainees rating of the course attended = 4.5 or better.
	5. New sites identified are operational.	S1.O6. Assumption 3.2 ; 2.2 (i); 2.2 (vii)	Environmental and risk analysis evidenced for each new site.	First new site identified for implementation.	At least 1 new site is operational.	At least 1 new site is operational.	At least 1 new site is operational.
	6. QA system is robust and compliant.	S1.O7 Assumptions 3.2 (i)	Audit schedule is extended to maximum.	QIS networked at all sites Staff involved in internal audit.	NZQA audit results in 3 year audit cycle.	Internal audit raises no significant issues.	Internal audit raises no significant issues.
Contribute to the achievement of Maori Development aspirations	7. Consult with key Maori stakeholders	S2.O8 Assumptions 1.2 (vi); 1.2 (vii)	Input to Charter is sought from all Trust Boards in regions of operations.	Charter input requested from all relevant Trust Boards and actioned where appropriate.	Maori staff & students evaluate courses.	Maori staff & students evaluate courses.	Maori staff & students evaluate courses.
	8. Staffing has a strong and	S2.O9	Maori staff ratio is proportionate to	At least 50% of staff identify as Maori.	At least 50% of staff identify as Maori.	At least 50% of staff identify as Maori.	At least 50% of staff identify as Maori.

	balanced Maori profile.	Assumption 1.2 (vii)	Maori trainees.				
	9. 70% (approximately) of NZ Welding School trainees identify Maori affiliation	S2.O12 Assumption 1.2 (vi); 1.2 (vii)	Continued focus on referral process for recruitment.	Approx. 70% of trainees identify as Maori.	Approx. 70% of trainees identify as Maori.	Approx. 70% of trainees identify as Maori.	Approx. 70% of trainees identify as Maori.
	10. 70% (approximately) of graduating students of Maori affiliation secure employment or pursue further education.	S2.O13 Assumption 1.2 (vi to (viii)	Monitor outcomes for Maori trainees.	Survey indicates at least 70% of Maori graduates are employed or in further education.	Survey indicates at least 70% of Maori graduates are employed or in further education.	Survey indicates at least 70% of Maori graduates are employed or in further education.	Survey indicates at least 70% of Maori graduates are employed or in further education.
Raise Foundation Skills so that all People can Participate in our Knowledge Society.	11. Review (and revise as appropriate) course delivery.	S3.O14 Assumptions 1.2 (i); 1.2 (iv); 1.2 (vii); 4.2 (ii)	All programmes annually reviewed and benchmarked against other courses of similar content.	Course delivery reviewed & revised.	Increased student completion rates.	Increased student completion rates.	Increased student completion rates.
Develop the Skills New Zealanders need for our Knowledge society	12. Liase with industry about minimum skills requirements for trainees completing our courses	S4.O19 Assumptions 1.2 (ix); 3.2 (ii); 4.2	Each course reviewed and content approved annually by Advisory Committee(s).	Advisory Committee(s) approve annually 75% of course content of all programmes.	Advisory Committee(s) approve annually 80% of course content of all programmes.	Advisory Committee(s) approve annually 85% of course content of all programmes.	Advisory Committee(s) approve annually 90% of course content of all programmes.

3. Charter (and Interim Profile): Areas for Development

Table: Charter (and Interim Profile) Areas for Development

<p>List your areas for development described in your Charter Assessment Report.</p>	<p>Detail how your organisation addressed these areas, and in what section of your Profile template.</p>
<p><i>1. Describe and report on strategies for consultation with Maori stakeholders</i></p>	<p>Approximately 56% of staff identify as Maori. As such there is consultation through informal internal networks. Trust Boards in all regions served by NZWS were contacted in 2004 and invited to comment on the Charter and to comment re: strategic directions. 1 Trust Board has responded to date, and a meeting held with a Board representative.</p> <p><i>Re: Quality Improvement System: Section 2.1 Goals & Objectives; Section 2.2.2 Review & Audit Profile: Section 2: Contribute to the achievement of Maori Development aspirations</i></p>
<p><i>2. Describe and report on strategies for linkages with Pacific Island peoples.</i></p>	<p>Strategies for Pacific Island Liaison are being developed. With the company size, geographic spread and PI representation amongst trainees, membership of a wider liaison network is being investigated as appropriate and effective. Alternative is to maintain liaison through individual family networks as at present.</p> <p><i>Re: Quality Improvement System: section 2.1 Goals & Objectives; Section 2.2.2 Review & Audit Profile: Section 2: Educate for Pacific People's Development & Success</i></p>
<p><i>3. Include process for measuring learner success and proposed measurements for success.</i></p>	<p>Learner success is currently measured by course completion and achievement of qualifications. Attempts have been made to survey employment of graduates, but mobility of graduates and the apparent range of employment have made this difficult to measure with any degree of accuracy.</p> <p><i>Re: Quality Improvement System: section 2.1 Goals & Objectives; Section 2.2.3 Development, delivery & evaluation of programmes. Profile: Section 2: Strengthen System Capacity & Quality</i></p>

4. Collaboration and Rationalisation within the System

Table: Existing Collaborative Initiatives

List your major existing collaborative initiatives with other TEOs.	Briefly discuss how these initiatives contribute to the TES and give effect to the Charter.	Briefly outline any plans to further develop these collaborative initiatives with other TEOs, and to pursue new collaborative initiatives.
<i>Memorandum of Understanding with Waiariki Institute of Technology.</i>	<i>S1.O2 NZWS continues to specialise in welding and CAD courses that differentiates it from other providers.</i>	
		<i>Currently in its infancy, further develop a formal relationship with a PTE delivering dive training to add underwater welding as a shared component to courses.</i>
<i>ITI (Independent Tertiary Institutions)</i>	<i>S1.O3 ITI is a PTE cluster group of 16 members who work collaboratively to improve business linkage, networks and government agency compliance requirements.</i>	<i>Investigate further an ITI member proposal to establish a PTE campus in the Hawkes Bay region. Initial criteria will include stringent quality assessment; this initiative is in its infancy.</i>
	<i>Provide staircasing opportunities for engineering students.</i>	<i>Investigate formal staircase agreements with establishments offering lower/higher level programmes during 2005.</i>

Table: Existing Rationalisation Initiatives

List your major existing rationalisation initiatives with other TEOs.	Briefly discuss how these initiatives contribute to the TES and give effect to the Charter.	Briefly outline any plans to further develop these rationalisation initiatives with other TEOs, and to pursue new rationalisation initiatives.
N/A		

Table: Rationale for No Plans to Increase Collaboration or Rationalisation Initiatives

If your organisation has no plans to increase its contribution to the TES via expanding its collaboration and rationalisation initiatives, provide a brief summary of the rationale for this decision.
N/A

5. Subcontracting Declarations

No subcontracting of teaching and learning activities over the duration of the Profile 2005-07 Declaration

I affirm that the organisation has not subcontracted another party to deliver teaching and learning activity on our behalf over the duration of the Profile 2005-07, and will not deliver teaching and learning activity on behalf of another organisation over the duration of the Profile 2005-07.

Registered name of your organisation:	<i>Bay of Plenty School of Welding Ltd T/A NZ Welding School</i>
Provider code:	<i>8270</i>
Name of Chief Executive Officer: (Or record equivalent position here)	<i>Errin Salisbury</i>
Signed:	
Date:	<i>25.06.04</i>

6. Risk Management

Table: Risk Management

Detail how your organisation identifies any major operational or financial risks	Detail how your organisation manages or mitigates any operational or financial risks
<p><i>Loss of NZQA registration and accreditation.</i></p> <p><i>Loss of income through low enrolments etc.</i></p> <p><i>Loss/theft of plant & capital equipment.</i></p> <p><i>Financial difficulties.</i></p> <p><i>Political environment.</i></p>	<p><i>Maintain an internal auditor. Key team members trained and active in internal audit.</i></p> <p><i>Continuous monitoring of regional economic climates, advertising outcomes and student numbers.</i></p> <p><i>Comprehensive insurance, video and physical monitoring of sites.</i></p> <p><i>Continuous monitoring of financial accounts in conjunction with chartered accountant. Maintain debt-free status. Independent trust fund for student fees.</i></p> <p><i>The two directors are fully immersed in organisational governance, conversant with government policy trends and are active members of a myriad of educational and industry related organizations.</i></p>

7. Policies and Processes

Table: Policies and Processes

Policies and Processes	Describe where your stakeholders can access these.
Articulation arrangements with other providers	<i>N/A</i>
Credit transfer policies	<i>QIS sections 2.2.6 (Student Entry) and 2.2.9 (Assessment)</i>
Recognition of prior learning policies	<i>QIS Sections 2.2.6 (Student Entry) and 2.2.9 (Assessment)</i>
Learner grievances procedures	<i>QIS Section 2.7 (Dealings with Students)</i>
Policies on stakeholder relations	<i>QIS Section 2.1 (Goals and Objectives)</i>
Equal Employment Opportunities	<i>QIS Section 2.2.5 (Team Selection, Appraisal and Development)</i>
Equal Education Opportunities	<i>QIS Sections 2.2.6 (Student Entry)</i>

8. Export Education

Table: Export Education

Outline the reasons for your organisation’s involvement in export education.

Minimal involvement at present.

Outline how your organisation monitors the educational outcomes achieved by its international students.

Two international students at present. Student progress and achievement monitored by tutors and regional management.

Outline your current and future processes for ensuring the pastoral care of your international students in accordance with the Code of Practice for the Pastoral Care of International Students.

Policies and procedures for dealing with international students have been developed and form part of the NZWS Quality Improvement System (QIS)(Re: QIS Policies 2.2.6 Student Entry; 2.2.7 Student Guidance & Support). These have been reviewed and approved by the Ministry of Education and the New Zealand Qualifications Authority and as part of the QIS are subject to both internal and external audit.

9. Other Activities of the Organisation

Table: Other Activities of the Organisation

List the other major activities of your organisation that are not funded by TEC but have an impact on the ability of the organisation to secure its contribution to the Tertiary Education Strategy.

1. Weld Testing services to industry and ex students.
2. Targeted training for industry and public.

10. Summary of Activity and Funding Sought

Table: Funding Requested from TEC

Fund Type	Funding Requirements	
Student Component	Student Component tables within are complete. Student Component Qualifications Objectives template completed (www.tec.govt.nz) SDR information is correct (www.step.govt.nz)	YES
Youth Training	YT funding form completed (www.tec.govt.nz)	YES
Training Opportunities	TO funding form completed (www.tec.govt.nz)	
Skill Enhancement	SE funding form completed (www.tec.govt.nz)	
OTEP fixed grant	Performance objectives, indicators and targets included in Profile Template.	
ACE funding for REAPs	Performance objectives, indicators and targets included in the Profile Template (as appropriate)	

11. Consultation

Table: Profile Consultation

<p>Summarise your organisation’s ongoing stakeholder consultative processes.</p>	<p>Briefly outline how feedback gained through these mechanisms has impacted on the activity and approaches covered by Profiles 2005-07.</p>
<p><i>Tertiary Education Commission</i></p>	<p><i>Charter submitted and approved. Assurance provided for development of profile, notably the strategic direction.</i></p>
<p><i>NZQA</i></p>	<p><i>Course modifications approved and accreditation extensions provided for refinement of courses offered.</i></p>
<p><i>Iwi</i></p>	<p><i>Meeting with key Trust Board representative (Ngati Whakaue) supported general thrust of the Charter. Detailed responses are pending.</i></p>
<p><i>Industry</i></p>	<p><i>On-going support from Advisory Committee and ITO regarding planned developments.</i></p>
<p><i>Students and staff</i></p>	<p><i>Circulated to all sites for discussion and comment.</i></p>
<p><i>Public General</i></p>	<p><i>Profile to be published on website.</i></p>