

Version

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BUSINESS MANAGEMENT SCHOOL

Private Training Establishment

Charter

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CHARTER

Business Management School is a Private Training Establishment educating our local communities - Marlborough and Nelson / Tasman Bay.

**TES
Objectives:
5, 6, 14**

Mission

The Business Management School (BMS) is a medium sized Private Training Establishment with School's based in Blenheim and Nelson.

We teach computing, tourism, travel, retail sales, and foundation skills to school leavers, and adult students. We teach up to National Certificate Levels 3 and 4.

The BMS aims to provide our learners with vocation and employment skills leading to National Qualifications, and prepare them for employment and further training where appropriate.

Special character

TES
Objectives: 1,
5, 6, 7, 12, 14,
16, 20, 25

The BMS is a multi-site Private Training Establishment with a capability of training up to 100 full-time on-site students. The BMS's learners are a mixture of 'youth at risk', 'long term unemployed', 'low qualified', 'learners with disabilities', 'learners with seasonal employment', 'qualified learners who want new skills or choose to train for a new industry', learners who have been made either redundant or are unable to continue in their industry and need to retrain. The BMS offers training in Computing, Tourism, and Travel, at an introductory level through to National Certificate levels 3 and 4.

The Blenheim site is the only school that offers Travel Qualifications in Marlborough.

We will continue to have a local, regional focus but will still maintain our innovative and creative culture to include pursuing eLearning locally, nationally and internationally. Our core business for the next 5 - 10 years will include offering Training Opportunities and Youth Programmes (or similar as the Government requires). We will also continue to offer EFT's programmes to those who are not eligible for Training Opportunites and Youth Training.

All of our programmes are designed to combine the learning with:

- Linking the learning back to the workplace and industry.
- Raising learners foundation skills and work ethics.
- Enhancing the learners generic and specialist skills.
- Introducing them to the experiences of the workplace.
- Assisting with their individual Training Pathway Plans and employment skills.
- Assisting learners to recognise their own skills, self-image, confidence and self-esteem.
- Providing a sound basis for the next stages of learning at higher or specialised training providers.
- Raising and widening our learners employment opportunities.

The BMS is flexible with learners education:

- Learners are able to change their training focus within the BMS, and/or gain extra skills from other courses, partial qualifications or multiple qualifications.
- The BMS is guided by the BMS Vision (creating a safe, supportive and encouraging environment). We take into consideration the different backgrounds of our learners and their family/whanau responsibilities, such as solo-parents having flexibility with their training hours.
- All our staff have 'Open Door Policies' and assist learners with personal problems and grievances, for retention and successful achievement purposes.

The BMS assists learners with:

- One-on-One tutoring, catering to different learning needs and individual pace, and supporting learners with numeracy and literacy.
- Our tutors are from industry backgrounds and have contacts with local businesses and Industry Advisors to keep up with the needs of employers as industry requirements change.
- The BMS has links with local employers and local training providers.
- Our tutors draw on their personal strengths to assist individual learners with employment skills, application letters, CV's, interview practice and applying for employment positions.
- We offer work experience for all learners, with the option to complete a longer work-based module near the end of the learners training.

The BMS is flexible and quick to respond to the changing needs of our learners, stakeholders, local employers and industry.

Contribution to New Zealand's identity and economic, social, and cultural development

*TES
Objectives:
14, 15, 16, 17,
20, 21*

The BMS's contribution to the achievement of T.E.S. is linked to Strategy 3: Raise Foundation Skills so that all People can participate in our Knowledge Society 4: Develop the skills New Zealanders need for our Knowledge Society.

Over the last 10 years we have developed our broad disciplines in teaching to include basic employment skills required by entry level employment positions. As both Blenheim/Marlborough and Nelson/Tasman regions include mainly small businesses, the emphasis is on our learners becoming multi-skilled and information/communication computer literate. Our Blenheim Industry Advisors have indicated that there is a growth in retail positions with current businesses expanding and new companies moving into the area, such as Noel Leeming and Harvey Norman. Information gathered from our Industry Advisors and Industry Surveys reveals that employer emphasis is placed on work ethics, positive attitudes and computer literacy.

Nelson/Tasman and Blenheim/Marlborough draws tourists from overseas and our Industry Advisors indicate that more New Zealanders are travelling domestically to Nelson/Marlborough areas to explore our adventure/nature/wine/eco/rural tourism, walkways, national parks, beaches, and the Marlborough Sounds. Industry Advisors have indicated that the tourism season is lengthening due to a marked increase of visitors during the shoulder seasons and employers are looking for employees with work ethics, positive attitudes, specialist skills in tourism and travel as well as local knowledge.

The BMS's learners are a mixture of 'youth at risk', 'long term unemployed', 'low qualified', 'learners with disabilities', 'learners with seasonal employment', 'qualified learners who want new skills or choose to train for a new industry', learners who have been made either redundant or are unable to continue in their industry and need to retrain. What is significant is that many of our learners have no or low qualifications. Our programmes are designed for students with little prior knowledge for entry and participation.

The BMS contributes to the social and economic development of the region and nation by providing within our vocational training, foundation skills and employment skills (literacy, numeracy, work readiness, work habits, interpersonal skills, adaptability skills, work experience placements and encourage enterprise, innovation and creativity) for learners progressing into the community/workforce and into higher levels or specialised training.

We assist our learners with their individual Training Pathway Plans, which include self-assessments and future goal planning. We support and monitor our learners progress, assisting them into sustainable employment, providing a solid foundation for further training at higher levels or specialised training at NMIT, or other training providers. We aim to raise and widen our learners expectations and opportunities for quality employment and higher levels of vocation.

We measure our key results by the level of satisfaction among our learners, industry and stakeholders. We aim for a high level of satisfaction.

Contribution to the tertiary education system as a whole

**TES
Objectives:
7, 12, 14, 15,
16, 17, 20, 21,
25**

The Business Management School offers quality training at National Certificate levels 2 and 3 in Computing, levels 2 and 3 in Tourism and up to level 4 in Travel. We attract a different and varied target group of 'unemployed adults' and 'youth at risk' with low qualifications, who often never considered themselves capable of achieving qualifications and moving into higher or specialized levels of training offered at NMIT.

We aim to increase the level of a knowledge based economy by leading our learners into employment and/or higher levels of education. We aim to raise our learners foundation skills, provide support with literacy and numeracy, assist learners with individual Training Pathway Plans and employment skills. The BMS courses are a pathway between foundation courses to higher or specialised levels of training.

We build on pathways into computing, tourism or travel started at: Secondary Schools in Blenheim and Nelson, such as:

- Nelson Girls College, Nelson Boys College, Nayland College, Waimea College, Marlborough Boys College, Marlborough Girls College and Queen Charlotte College.

Agencies in Blenheim and Nelson, such as:

- Youth Nelson, Gateway Youth Services, Pathways Marlborough, St. Marks, CCS, Probation Service, Youth Shadow Workers.

Foundation, generic and vocational training providers in Blenheim and Nelson such as:

- Beneficiaries and Unwaged Workers Trust, YMCA, Career Services, Whenua-iti Trust, Marlborough Community College, Werohia Development, Employment Plus.

We pathway our learners into higher or specialised training such as:

- NMIT - Business Computing, Diploma in Business Administration, Adventure Tourism.
- Some of our past learners pathways have led to Adventure Tourism at Southern Institute; Diploma in Travel at Sir George Seymour; Hotel Front Office Operations at Christchurch Polytech; Victoria University, Open Polytechnic, Carich Training Organisation.
- Or, zig-zag through other local providers to enhance the learners skill base such as Nelson Training Center.

TES

Objectives: 1, 5, 6, 7, 14, 15, 16, 17, 20, 21

Approach to collaboration and cooperation with other tertiary education providers and organisations

The Business Management School seeks relationships and collaborative opportunities with other organisations that provide our learners with the additional skills they need to achieve their individual Training Pathway Plans and employment pathways.

We have developed relationships with other tertiary providers that are critical to the achievement of our mission and contribution to New Zealand.

- Nelson Marlborough Institute of Technology: offers our learners higher-level or specialised training.
- Career Services, Beneficiaries and Unwaged Workers Trust, Werohia Development, Literacy Marlborough: for learners who have been identified as needing specialised training in foundation skills or additional support in literacy and numeracy.
- Nelson Training Centre, Marlborough Community College, Werohia Development, Career Services, Beneficiaries and Unwaged Workers Trust, YMCA, Whenua-it, ATET: provide generic and specialised skills for learners wishing to pathway onto the BMS courses and from us through to higher levels of training.

The BMS has a Memorandum of Understanding with the NZ Institute of Marine and Recreational Studies Ltd to offer some travel and tourism unit standards. We are currently developing a 'Memorandum of Understanding' with the Marlborough Community College for some of their 'outdoor recreation course' youth trainees to complete some NC Tourism Level 2 unit standards via our e-Learning campus during 2004. We are also trialing Werohia Development's Green Light Literacy Programme.

*TES
Objectives:
12*

Approach to fulfilling Treaty of Waitangi Obligations

Demographics reveal that the population of Maori in Nelson/Tasman and Blenheim/Marlborough is lower than the national average, but has been and still is increasing in number. There are low numbers of Maori learners studying within the BMS. The BMS is committed to raising Maori learners foundation skills, widening employment options and pathway learners to higher-levels or specialised training providers. We strive to create a learning environment that values and supports Maori learners.

The BMS is committed to equity, and offers programmes that have little or no prior knowledge required for entry and participation. At interview stage our learners cultural aspects and needs are identified, driven and guided by the learner.

The BMS has Maori staff members at both school sites, and we hold Staff Training Days on the Maori culture and customs, Treaty of Waitangi from Maori perspective.

Staff Members of the BMS attended the Te Tau Ihu o Te Waka a Maui Iwi Education Forums held in Blenheim and Nelson on the Strategic Framework for Maori Education and the four priorities, and will be part of future consultations.

*TES
Objectives:
25*

Approach to meeting the needs of Pacific peoples

Demographics reveal that the population of Pacific peoples in Nelson/Tasman and Blenheim/Marlborough is lower than the national average. There are very few Pacific learners studying within the BMS. The BMS is committed to raising Pacific learners foundation skills, widening employment options and

pathway learners to higher-levels or specialised training providers. We strive to create a learning environment that values and supports Pacific learners.

The BMS is committed to equity, and offers programmes that little or no prior knowledge required for entry and participation. At interview stage our learners cultural aspects and needs are identified, driven and guided by the learner.

The BMS recognises a need to initiate and develop links with Pacific communities. The BMS aims to develop these links over the next two years to help us respond to the needs of Pacific peoples.

TES
Objectives:
5, 6, 7, 12, 14,
15, 16, 17, 20,
21, 25

Approach to meeting the educational needs of learners

The BMS is committed to providing a safe and supportive learning environment, and we use a variety of tutoring tools to meet the different learning needs of our learners. Our learning environment is mainly active 'hands on' experiential learning, linking the learning with industry requirements. Our classes also have access to the internet and BMS First Class Web-Based Platform, and each classroom has a low learner to tutor ratio.

After enrolment, we do a 'needs assessment' for each learner to establish his or her learning strengths, weaknesses and needs. We also identify if the learner needs extra help, such as literacy and numeracy assistance and monitor their progress throughout their training. We provide our learners with employment skills, Training Pathway Plans and through this identify where our learners want to work after graduation and assist with employment and their pathways onto higher level learning. The BMS is flexible with learners education - learners are able to change their training focus within the BMS, and/or gain extra skills from other courses, partial qualifications or multiple qualifications. Other learning support we offer are: One-on-One tutoring, foundation skills, and pastoral support.

We reduce the barriers to participation with:

- Offering programmes with little or no prior knowledge required.
- T.E.C. Travel Allowance.
- Flexible learning hours for solo-parents, or other commitments.
- Retention and achievement success by assisting learners with personal issues, and encouraging family/whanau support.

To help us meet the needs of our learner, we ask them to evaluate our courses, and provide feedback.

Adjustments are based on our learner/stakeholder/industry feedback.

*TES
Objectives: 1,
6, 7*

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

The Business Management School is committed to ensuring we have staff with the skills, knowledge and attitudes required to teach our learners.

We require our staff to undertake annual Professional Staff Development and individual Training Plans, Tutor Performance Appraisals, Staff Work Shops (such as Treaty of Waitangi, Charters and Profiles, Learner needs), and support our tutors to participate in 'tutor training' for adult literacy and foundation skills.

Our staff maintain contact with their Industry Advisor's and local business contacts to ensure they have up-to-date knowledge of the industry they teach for the benefit of our learners.

We are committed to our Equal Employment Opportunities strategy, providing a safe, healthy, and supportive working environment, monitoring and encouraging high performance.

*TES
Objectives: 1,
7*

Governance and management structure and principles

The Business Management School is a private training establishment registered by the New Zealand Qualifications Authority. The BMS is governed by the organisations Managing Director and managed by branch Managers who are together responsible for formulating and implementing policies and procedures relating to governance and management of the organisation. The separate roles and functions that make up governance and management at BMS are shown below.

BOARD OF DIRECTORS

Marilyn Jessop (Managing Director)

Paul Jessop (Director)

Principal Responsibilities

Completing the annual and 3 year business plans, 3 year financial forecasts; keeping abreast with education information, policies and changes; signalling the strategic plan direction; recommending financial delegations and capital allocations; implementing planning and budgeting processes using 'best practices'; recommending robust financial, audit and risk management

processes; ensuring BMS remain NZQA and MoE compliant; negotiating training contracts; completing performance appraisals; delegating responsibilities to managers, management team and staff to ensure the smooth running of the schools.

BUSINESS ADVISORS AND CONSULTANTS TO THE BOARD OF DIRECTORS

John Leggett - Solicitor (Wisheart McNabb and Partners)

Brian Parker - Chartered Accountant

John Brownley - Bank of New Zealand

Principal Responsibilities

Reviewing and approving the 3 year financial forecasts, strategic plan and direction, financial delegations and capital allocations. Reviewing planning and budgeting processes against 'best practices'. Ensuring the financial, audit and risk management processes are robust.

BMS Management Team:

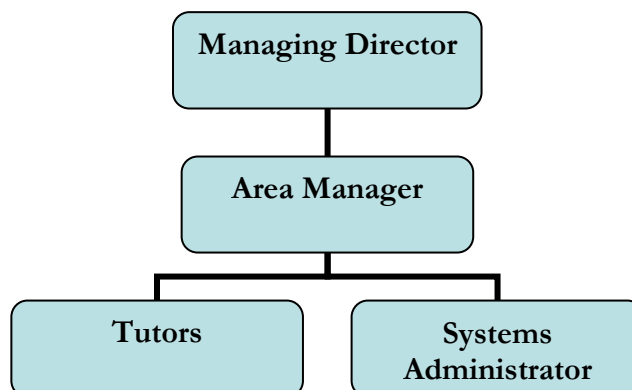
Roshelle Jessop – Area Manager

Marilyn Jessop – Managing Director

Principal Responsibilities

Reviewing the Managing Directors performance. Designing and implementing the strategic direction plans. Monitoring Performance against strategic plans. Monitoring performance of our evaluation and improvement strategies relating to Charters and Profiles. Implementing the QMS Review; consulting with BMS stakeholders. Completing administration and ensuring the smooth running of the schools. Completing performance appraisals.

Table for Management / Governance



Consultation Undertaken Preparing this Draft Charter Document

The following is a summary of the consultation process and outcomes that contributed to the preparation of the Business Management School Charter.

CHARTER PREPARATION

The Managing Director prepared a Trial Charter for BMS in mid September 2002 as part of the TTEC Charters and Profile Trial.

The Acting Managing Director prepared a draft Charter for BMS using the TEC guidelines in mid August, 2003. This final document was produced after stakeholder consultation.

ADVERTISEMENT

An advertisement was placed in the Nelson Evening Mail and the Marlborough Express, listing the following as stakeholders in Business Management School meeting the requirements of section 159O of the Education (Tertiary Reform) Amendment Act 2002.

STAKEHOLDERS:

All current staff of the Business Management School

All current and prospective learners of the Business Management School

Local Secondary Schools: Marlborough Girls College, Marlborough Boys College, Queen Charlotte College, Nelson College, Nelson Girls College, Waimea College, Nayland College, Motueka High School

ITO: ATTTO and NZ Retail

Local Training Providers: Nelson Marlborough Institute of Technology, Beneficiaries and Unwaged Workers Trust, YMCA, Career Services, Nelson Training Centre, Whenua-iti Trust, ATEI, Marlborough Community College, Werohia Development, NZ Institute of Marine and Recreational Studies Ltd, Employment Plus etc.

Agencies: Tertiary Education Commission, Ministry of Education, New Zealand Qualifications Authority, Work and Income New Zealand, Workbridge, Youth Nelson, Gateway Youth Services, Pathways Marlborough, St. Marks, Literacy Marlborough.

Local employers in Marlborough and Nelson

Local iwi and pan-Maori groups in the region

Pacific communities in the region

CONSULTATION

Included in the Stakeholder Advertisements, we invited stakeholders to participate in consulting in our draft Charter. The role of our Charter and the purpose of the Consultation was explained. Consultation with stakeholders took a variety of forms to meet the needs of each group.

At the meetings we learned that:

- The BMS Charter was an accurate and realistic portrayal of the Business Management School.
- Private Training Establishments have a high level of understanding of the support, guidance and learning issues required to support and pathway our learners to higher levels of learning.
- The BMS needs to focus on Staff Training Days, and linking with Pacific groups to ensure we are responding to their needs.

We included these points in our proposed Charter.

We provided our stakeholders with an updated Charter as sent to the Tertiary Education Commission.

Charter Expiry

The expiry date of this Charter is 31st December 2009