

Future Skills

CHARTER



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MISSION STATEMENT

Future Skills contributes to the establishment of a balanced and educated community through

- *the provision of quality technology-related education with a focus on foundation skills.*
- *the provision of e-learning resources to the wider education community.*
- *the provision of e-learning development services to education organisations and industry.*

SPECIAL CHARACTER / UNIQUENESS

Future Skills specialises in:

- *Foundation skills training*
- *Literacy and numeracy resource development and training*
- *Computing and information technology training*
- *Electronics and telecommunications training*
- *The provision of e-learning services*

Foundation Skills Training

Future Skills recognises the significance of foundation skills training and the fact that generic skills rate equally with industry competence when determining a person's employability. The Academy provides foundation skills training as both a pre-cursor and part of any industry based training that students undertake. Future Skills has extensive experience in developing foundations skills programmes and uses high quality, innovative teaching to assist disadvantaged students.

LAMP (Language and Maths Programme)

Future Skills Academy, Skills Update Training Institute and associated international and local organisations and individuals have been collaborating on the development of a standardised, self-paced literacy training programme, using computer as the delivery medium. The programme, known as LAMP (Literacy And Mathematics Programme), introduces learners to the world of e-learning and computers while raising their foundation and literacy skills. This highly interactive e-learning solution has the ability to detect and direct the user's progress.

Access to LAMP is consistent and manageable, and the diverse programme content will accommodate the learning interests and styles of a wide range of learners. For more information, please refer to www.lamp.net.nz

Training For Maori and Pacific Island Learners

Future Skills ensures that its physical locations are strategically placed to be within easy reach of those customers/clients whom it wishes to serve and where specific needs have been identified. Currently Future Skills' location in central Manukau City is strategically placed to deliver a broad range of training to Maori and Pacific Island learners. Manukau City has both the highest density of Maori in New Zealand, and the highest Pacific Island population in the world, and it is recognised that many of these people need to avail themselves of government-funded education and training programmes.

Technology-based Education

Future Skills Academy provides a unique contribution in the provision of Electronics and Telecommunications training. These programmes are primarily being delivered to youth who want to access higher education in polytechnics or other institutions. Future Skills is successful in progressing students to these organisations to continue their studies. Future Skills is also working with industry to develop Telecommunications level 3 and 4 courses to be delivered in conjunction with industry partners. This will enhance the provision of these services to the youth in these areas.

Higher Education and Training Outcomes for Learners

Future Skills actively encourages and supports students to seek higher training and education opportunities, e.g. graduation to Skill Enhancement programmes, Institutes of Technology, Modern Apprenticeships, etc. Exposure to such opportunities is an integral part of each training programme. A significant part of preparation for higher-level courses is development of basic mathematics and language skills.

The Provision of E-Learning Services

Future Skills, through the development of LAMP, has developed the capability to offer e-learning services to any organisation seeking to implement this medium of delivery.

Specific services include:

- Training needs identification
- Development of training objectives
- Development of training content
- Conversion of text-based training content for e-learning delivery
- Implementation of e-learning programmes on the internet
- Management and maintenance of e-learning programmes and content
- Management of users/learners
- Creation of custom reports on learner progress, access, etc.

For the above services, Future Skills employs/contracts a group of experienced educationalists, instructional designers, multimedia programmers, graphic designers and subject matter experts. For the implementation and delivery of e-learning programmes on the Internet, Future Skills uses the oracle iLearning LMS. Future Skills is currently negotiating a partnership with oracle as an iLearning specialist and partner in New Zealand.

CONTRIBUTION TO NEW ZEALAND'S IDENTITY AND ECONOMIC, SOCIAL AND CULTURAL DEVELOPMENT**Economic Development and Transformation**

Future Skills provides introductory and foundation level programmes in the areas of Information Technology, Telecommunications and Electronics which contribute to the Tertiary Education Strategy and the government's wider development goal of economic transformation through,

- Preparing people for entry-level positions in technology based industries
- Meeting higher-learning institutions' prerequisites for entry into technology-based programmes at diploma and degree level
- Raising people's foundation skills including literacy and numeracy through both direct training and through the provision of an electronic training resource (LAMP) to the wider education sector and industries.

Future Skills makes a significant contribution to the New Zealand environment through the provision of e-learning in the following ways:

- Provision of easy access to learning for all New Zealanders
- Creation of tailor-made easy to use, highly interactive training programmes for NZ's current workforce that directly meets employers'/industries' training needs and is aligned to New Zealand's cultural, social and economic character
- Development of human resources in the area of e-learning. This is achieved through the creation of new positions and subsequent training of people within Future Skills in order that it meets its anticipated growth. Also through the development and training of the staff of other organisations including other training institutions employing e-learning as a medium of delivery.
- Exporting e-learning development solutions overseas

Social Development

At the centre of Future Skills' business is the delivery of high-quality technological training to the community, particularly Maori and Pacific peoples, at its heart in South Auckland. The direct training feedback and the experiences gained in this activity provide a basis for the development of our emergent core business areas as a major e-learning provider in New Zealand and eventually overseas.

The delivery of these services provides learners in our area with better employment prospects and the opportunity to improve their material standard of living.. They are thus better prepared to contribute to New Zealand's culture and identity, and its social, economic and political freedoms. A life-skills program is incorporated in each course, giving learners new knowledge about the society they live in and their place in this society.

Maori and Pacific Island Economic, Social and Cultural Development

Future Skills ensures that training is delivered and styled in such a way as to contribute to closing the gap between Maori and Pacific Island learners and non-Maori and non-Pacific Island learners. Our learning environment, delivery practices and staff are empathetic with and respectful of the needs of Maori and Pacific Island learners. By providing foundation skills and technological programs in New Zealand's highest density region of Maori and Pacific Peoples, Future Skills contributes significantly to the social, economic and cultural advancement of these groups.

Innovation

Future Skills is innovative in the design, delivery and choice of training programmes. It is one of the first training organisations to develop a foundation level training programme in Electronics and Information Technology and an introductory programme in Telecommunications. One of Future Skills' fundamental philosophies is to be alert to change. This requires continually improving the quality of its systems and services together with the application of fresh and innovative solutions and methodologies to new opportunities. It will continue to demonstrate flexibility and innovation and respond promptly to new opportunities.

LAMP

The development approach and the creation of a totally electronic (e-learning) training resource for literacy (LAMP) is unique, world class and completely original. LAMP will make a significant contribution to New Zealand's economic and social development through:

- Provision of a set of vibrant, dynamic and standardised training resources for foundation skills contextualised for the New Zealand environment
- Promotion of e-learning
- Training of existing teaching staff in the sector
- Raising of foundation skills of learners

CONTRIBUTION TO TERTIARY EDUCATION SYSTEM AS A WHOLE

The following points are the unique contributions and advantages that Future Skills makes to the education sector and to society as a whole. Future Skills is:

- Innovative
- Culturally sensitive
- One of a select few in e-learning development in New Zealand
- Unique in its blend of Maori & Pacific Island learners
- Sound in its established business policy
- A market leader in its literacy resources (LAMP)
- A provider of multi-disciplined courses
- A provider of students to staircase into other tertiary education courses
- A provider of technically capable and market-ready students

Current Situation

Future Skills currently offers foundation-level training programmes in Information Technology & Computing, Electronics & Telecommunications and is developing an electronic literacy training programme (LAMP) to be delivered via e-learning.

The above technology-based programmes were developed to meet an identified skill gap in the New Zealand labour market for more information and technology experts. These foundation programmes assist many individuals to successfully make a transition to work, or to access further training in technology areas.

Future Skills has formed strategic alliances with institutions of higher learning such as the Manukau Institute of Technology and a host of industries. Future Skills has also formed Industry Advisory Groups, to ensure that our training programmes are relevant and equip learners with the skills and knowledge they need to successfully progress into these institutions and organisations. In addition, Future Skills collaborates with many of the South Auckland schools to provide their students with alternative pathways into further education and employment.

Furthermore, the training programmes place no barriers for entry. All applicants are accepted irrespective of their prior educational achievement and and/or literacy skills. The programmes are designed to meet each individual's learning needs and incorporate generic foundation studies such as literacy, numeracy, social skills, self-management skills, work skills, communication skills.

Moreover, being centrally positioned in the heart of South Auckland in the Manukau CBD, and having an appropriate learning environment that is sensitive and supportive of the needs of the Maori and Pacific Island learners, Future Skills attracts a large percentage of Maori and Pacific Island learners into its training programmes. Future Skills provides equal opportunities to these learners and ensures that their achievements are on a par with our non-Maori and non-Pacific Island learners.

Future Outlook (2004-2008)

Future Skills will remain focused in the delivery of foundation-level programmes in the areas of Computing, Electronics, Telecommunications and related technology disciplines. It will also deliver generic foundation-level programmes including literacy and numeracy training to complement its technology-based programmes. Additionally, Future Skills will provide its electronic literacy training resource (LAMP) to a wide audience within the tertiary education sector as well as the business sector through the medium of e-learning and fully trained facilitators.

Its future directions also include delivery of higher-level technical training programmes in Information Technology, Telecommunications and related fields as well as a mixture of ESOL (English as a Second Language) and Information Technology training programmes for overseas students.

Also, it will grow and market its e-learning solution provision service to the business sector and to other educational establishments.

In the immediate future, the organisation intends to grow its customer base rapidly, moving into new market areas as shown in the following table:

| | BUSINESS AREAS | 2002 TO 2007 |
|---|--|--|
| 1 | Foundation level Information Technology Training (level 1-2) | Continue to deliver training in line with industry needs. |
| 2 | Foundation level (1-2) Telecommunication and Electronics Training. | Continue to deliver training in line with industry needs. |
| 3 | Generic Foundation Skills Programmes (level 1) | Develop and start programme in this area in line with regional training mix and regional needs |
| 4 | Higher level (3-5) Technical training programme including Information Technology and Electronics | Develop and deliver training programmes at higher levels of NQF in line with regional and national industry needs. Possible "need areas" currently point to : <ul style="list-style-type: none"> • Computer programming • Database design and development • Oracle technologies |
| 5 | Technical training programmes in Telecommunications in partnership with Industry to levels 3 and 4 | Develop and deliver training programmes at levels 3 and 4 in Telecommunications in partnerships with Industry |
| 6 | Overseas Students <ul style="list-style-type: none"> • Information Tech and ESOL | Develop and grow training programmes for overseas clients based on identified needs and regional training mix |
| 7 | e-Learning Services | Market, develop and grow this area of activity with the corporate as well as government sectors |
| 8 | Literacy Resource provision (LAMP usage and uptake) | Market and raise awareness in the education and industry sectors. Grow and increase the active users of LAMP. |

The trends indicate that the business areas of Future Skills: demand for literacy skills (from the underprivileged and immigrants), foundation career skills (from youth), electronic and telecommunications skills, e-learning (from education, businesses and other sectors of society) – are going to be greatly sought after in the immediate years to come.

The future market for the training activities of Future Skills is assured and place it in a position where it can be a leader in its field. It has participated in government trials and will continue to do so and share its knowledge with government and other partnering institutions.

COLLABORATION AND CO-OPERATION WITH OTHERS

Future Skills has developed a rapport with prospective employers and educators who provide stair-casing courses to ensure that the path is open for students to further their education with practical experience gained in work place training.

Future Skills has permanently established Industry Consultative Groups for the purpose of regularly ascertaining stakeholder needs and seeking their input into the approval and development of course content. The Industry Advisory Group consists of employers and partnering education-providers (Manukau Institute of Technology and Unitec).

Future Skills collaborates with local schools and community groups to ensure the training programmes offered are relevant to the needs of their clients who form a large percentage of Future Skills' students. Future Skills envisages closer associations with the local schools and community groups in order to provide specific training services at the schools' sites and/or the delivery of specific technology components of the schools' curricula.

Community-based organisations are liaised with to ensure the learners have access to various services, such as assistance with personal problems, budgeting, career guidance, etc.

Collaboration with other training providers enhances the opportunities for pathways and recruitment. In particular, Future Skills has developed a close relationship with the School of Engineering at the Manukau Institute of Technology (MIT) to progress the technology-based graduates into their diploma programmes. MIT's School of Engineering and Future Skills have formed an alliance to ensure our programmes meet MIT's prerequisites in their electrical and electronics engineering programmes. Future Skills is also part of a Curriculum alignment project in conjunction with MIT and a number of other PTE to ensure that all of our training programmes align with MIT programmes and prepare learners for entry into higher-level training within the Polytechnic.

Similarly, alliances have been formed with various foundation-level training providers, such as Success Education and Training, Education Action, Active Computer Training, Poutama Training, Auckland Academy, etc, who feed into Future Skills. These alliances will be expanded and refined to ensure that these providers cover sufficient generic foundation studies for referred learners to successfully complete the Future Skills Technology programmes.

Future Skills has appointed an Industry Liaison Coordinator to directly manage, maintain and develop relationships with various external stakeholders.

Future Skills identifies and engages with relevant stakeholders in relation to the nature of activities planned or types of training programmes considered. To build new relationships Future Skills formulates industry-specific advisory groups, holds semi-formal gatherings for employers and other interested groups, promotes its services and activities with local employers through visits and marketing activities, invites industry guest speakers and visits local employers.

LAMP

LAMP has brought together many institutions, organisations and individuals sharing similar aspirations – contributing to the raising of foundation skills. We are currently collaborating with a number of Polytechnics, Private Training Establishments, Industry, Wananga, and many individuals and independent contractors to create a set of training resources in the area of adult literacy that has universal appeal in a New Zealand context and has involved the contribution of all stakeholders. LAMP, once completed will be available as a standardised resource to all educational organisations.

From the beginning, the development of LAMP has involved Maori to ensure that the developed material is appropriate and contextualised for easy assimilation by Maori learners. More recently we have engaged with Te Whare Wananga o Awanuiarangi to collaborate with us in the rest of the development to ensure the e-learning resource is more contextualised to suit Maori learners.

The developers of LAMP have been consulting with various stakeholders including literacy practitioners, adult and youth tutors, PTEs, Polytechnics, educationalists, instructional designers, secondary school teachers, educational psychologists, MoE officials, TEC (Skill NZ), Maori, Pacific Island communities, learners, industry, ITOs and others for the last 3 years. This consultation and engagement is vital to the creation of a set of learning tools with universal appeal and as such, this process will continue beyond the completion of the development to ensure the material is updated, current and relevant at all times.

Future Stakeholder Requirements

Over the next 5 years Future Skills plans to continue delivering foundation skills in Technology related disciplines, to offer higher-level training in Information Technology, attract overseas students, develop services as an e-learning solution provider, expand the active users of LAMP and, where possible, respond to specific need areas in the technology sector. Accordingly, Future Skills will engage with various stakeholders to successfully carry out its business plan objectives. The types of stakeholders are likely to vary with respect to areas of activity and regional and national needs and will include (but are not limited to) the following:

- Government funding organisations
- NZQA
- Ministry of Education
- Department of work and Income
- Community organisations
- Iwi/ Maori organisations
- Pacific Island groups
- Corporate and private business
- Oracle, or other LMS vendors
- Technology industries and employers
- Telecommunication organisations
- Polytechnics and Institutes of higher learning
- Foundation-level tertiary providers
- Schools
- Overseas organisations, clients, Institutes of training
- Immigration Services
- IELTS organisations
- Others

TREATY OF WAITANGI OBLIGATIONS

Future Skills is focused on the needs of its customers and the requirements of its stakeholders. It recognises that Maori and Government as key stakeholders are parties to the Treaty of Waitangi and in delivering any government-contracted services, Future Skills is committed to carrying out such obligations as are required to fulfil this.

As a customer-focused organisation it will also carry out an annual planning process at a management and governance level that recognise the needs of Maori. This will include:

- 1) Maintaining a regular consultation process with Maori staff and students
- 2) Offering equal opportunities to its Maori staff for promotions into decision making and managerial roles
- 3) Inclusion of cultural studies/component in its training programmes to familiarise all students with Tikanga Maori
- 4) Building relationships with Maori education providers and carry a cultural audit on Future Skills' programmes and processes

- 5) Consulting on a bi- annual basis with Maori stakeholders
- 6) Maintaining a diverse mix of trainees appropriate to regional needs
- 7) Collaboration with local Maori communities and learner whanau to better meet the individual needs of the learners
- 8) Contributing to Closing the Gap between Maori and non-Maori learners in terms of educational achievement and outcomes
- 9) Maintaining a learning environment that is respectful and increases the achievement of Maori

MEETING THE NEEDS OF LEARNERS

Future Skills is a training organisation that is particularly focused on those who are most in need. Its courses benefit those who have left the school environment with few or no qualifications; mature students re-entering the workforce or upskilling; immigrants to New Zealand who have limited language skills.

Many of Futures Skills' students have left secondary school before gaining significant literacy and/or numeracy skills. They have not succeeded in the school system and consequently have low self-esteem and poor life skills. Future Skills provides these students with a second chance at education and provides a pathway for them to progress to either work, or to further training. During their training with Future Skills great emphasis is placed towards improving self-esteem, developing the ability to learn and raising learners' general employability.

The following key strategies and policies are pursued by Future Skills to meet the needs of its learners:

- Assisting learners to develop a career goal and pathway
- Improving foundation literacy/numeracy skills by early identification of the needs of the learner and providing best-practice teaching to meet those needs
- Assisting learners to develop a work ethic, including punctuality and attendance
- Assisting learners to develop the ability to set and meet short-term, medium-term and long-term goals.
- Tutors working as mentors.
- Developing technology-based skills so that learners are able to be useful and productive members of a high-technology, information-rich society.
- Continuing to develop tutors' knowledge and skills so that they are able to use best-practice teaching that meets the needs of the learners.

Needs Analysis and Individualised Training

Needs analysis, individualised training plans and goal identification for each individual student are essential ingredients of the training programmes, and support the commitment to the building of individual capacities. Future Skills identifies the learners' base-skill needs on entry into the organisation and prepares an individualised training plan for each learner so that identified needs can be addressed, and the learner's own future goals can be achieved.

During the course of training the trainees' progress are measured and feedback provided on their performance

LAMP

LAMP incorporates a diagnostic tool, termed 'Gap Analysis' to assist tutors to identify learners' current capability skills or gaps. Upon the completion of the gap analysis by the learner, LAMP will suggest a learning plan based on the individual learners' needs. As well as a needs- assessment system, LAMP also provides end-of-module assessments, for progress and mastery checks by the learners and their tutors.

ALIGNMENT OF STAFF AND ORGANISATION WITH MISSION.

Future Skills has an equal-employment opportunities policy and does not practise any form of discrimination towards its current or potential employees. Employment decisions are made on the grounds of relevant merit and not on the basis of personal characteristics unrelated to ability. Future Skills ensures that all potential employees are considered for the position of their choice and that they have the chance to perform to their maximum

Future Skills recognises that a diversified workforce better reflects our multicultural society and that the changing nature of the community in New Zealand requires a diversified staff profile.

Future Skills uses the following general criteria in its staff selection:

Cultural Sensitivity

Employees must be sensitive to Maori, Pacific Island, and other ethnic cultures.

Age

Staff will be chosen on maturity, competence and experience regardless, of age.

Communication

Staff must be able to accurately receive and impart information in a manner which enhances team cohesiveness, effectiveness and efficiency.

Team-member

Staff must be able to demonstrate a high level of ability to work within a team. Such ability will include good communication skills; an openness to others' ideas; an openness to constructive criticism from other team members; a deep commitment to working for the good of the team; and a positive, problem-solving approach to the job. It will also include flexibility and a willingness to overlook other's fault - except when one's own rights are being infringed.

Reliability

A prospective or existing staff member must be able to demonstrate a high level of reliability. This will include such areas as consistently being on time for work, completing responsibilities, meeting deadlines, and being honest and truthful towards staff, employers and students.

Competence

Future Skills will employ those staff who are technically and professionally qualified for the position, with proven ability and a good track record.

Staff Professional Development And Training

Future Skills runs a staff development programme in association with practices of consultation, team meetings, staff involvement in decisions, rewards and recognition policies and fun events to ensure there is a positive team climate and an achieving staff culture.

All teaching staff prepare an annual Professional Development Action Plan to indicate how they intend to maintain currency with industry and how any specific training needs identified in staff appraisals are catered for. The plan includes the areas of industry work-experience, training courses, membership of professional organisations, industry linkages and maintaining contacts with relevant industry training organisations.

Furthermore, Future Skills ensures that all staff have adequate qualifications and experience to be responsive to the learner groups and their individual needs.

GOVERNANCE & MANAGEMENT STRUCTURES AND PRINCIPLES

Future skills will manage to a set of corporate objectives. It will also maintain a comprehensive policy environment in accordance with those objectives and as referred to in differing places throughout this Charter. In particular it will maintain policies on:

- Planning, programming and budgeting
- Development and delivery of teaching programmes
- Financial and Asset Management
- Human Resources including
 - Hiring
 - EEO
 - Staff Agreements
 - Performance Management and appraisal
 - Training
- Sub-contractors
- Assessment and Reporting
- Health and Safety
- Quality Management

Roles And Responsibilities

Board of Directors

The Board of Directors has overall responsibility for the following:

- Setting and reviewing organisational goals and objectives
- Setting quality policy and approving quality systems and the Quality Management Systems
- Strategic planning
- Evaluation, recommendation and approval of annual budgets
- Performance review of the Managing Director

Advisory Groups

The Board of Directors will form a number of ad hoc committees from different industry sectors relevant to current teaching programmes to act as Advisory Committees for Future Skills. These Committees will advise on matters relating to the development, approval and evaluation of programmes. Representatives from industry and cultural groups will be invited to contribute to this body.

Advisory Groups have the following terms of reference:

- To advise on industry and community trends and training needs
- To identify new developments in industry and to recommend new teaching programmes
- To evaluate current programmes and recommend changes to the content, the delivery methods and assessments if required
- To assist the tutoring staff to maintain contact with their particular industry or profession
- To advise the Moderation Committee through the Managing Director on all matters considered necessary by the Moderation Committee

Managing Director

The Managing Director has the following responsibilities:

- Creating and imparting a vision for the firm
- Developing systems to ensure the successful operations of the firm in alignment with the vision

- Developing and maintaining Strategic and Annual Business Plans
- Identification of areas of training based on the needs of the clients
- Review and approval of training programme outlines
- Ensuring all required physical resources are accessible and/or available and meet quality standards
- Preparation and maintenance of annual budgets
- Staff recruitment: hiring qualified and aligned staff to implement the vision and plans
- Staff performance reviews
- Staff Training and Professional development
- Conflict resolution
- Maintaining positive relationships with outside organisations and, in particular, key stakeholders
- Negotiations with funding organisations and approval of training contracts
- Implementation of Health and Safety policies and procedures
- The implementation and evaluation of the Quality Management Systems
- Monitoring the viability of the operation
- The efficient management of funds and protection of student deposits and tuition fees
- Reporting to the Board and Stakeholders

CONSULTATION AND PROCESS OF DEVELOPMENT

This charter has been developed in meetings with the Board of Future Skills, consultation with students and staff and a consultation process with stakeholder. They included representatives from an Industry Advisory Group, and the Maori and Pacific communities (yet to be completed). Future Skills had, before the development of the plan, a well developed policy framework and businesses processes. The key elements of this framework have been included in the strategic plan.

Specifically Future Skills has actively consulted the following organisations and people in the development of its charter:

- Success Education and Training
- Pukapuka Training
- Te Kotahintanga E Mahi Kaha Trust
- Skills Update Training Institute
- Polytechnics
- Staff
- Students
- Advisory Groups including representative from Polytechnics (MIT, Unitec) and Industry
- TEC
- Executive Management Consultant
- Cable Talk
- Downer Communications
- Maori and PI groups
- Regional Secondary Schools