

INTERNATIONAL» »  
TRAVEL COLLEGE  
» » ITC » OF NEW ZEALAND

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**CHARTER**



## **MISSION:**

To deliver training and support services leading to improved performance and skills, and a successful career in the airline, travel and tourism industries.

## **VISION:**

- To be the leading Auckland based specialist Travel and Tourism College.
- To produce lasting benefits for our students, their future employers, the industries for which we train, and ourselves.
- To engage people in this vision by inspiring and empowering them to contribute their ideas and efforts, so increasing the capacity and capability of New Zealand's Travel and Tourism industries.

## **OUR SPECIAL CHARACTER:**

The International Travel College of New Zealand provides training programmes that are uniquely designed and presented as a Travel and Tourism experience within a learning environment which is professional, stimulating and exciting. The learning experience reflects the highest standards which the New Zealand tourism industries aspire to offer the world.

### **We are defined by:**

Our passion for the travel and tourism industries, based on the extensive career experience of the College owner, management and staff.

Our commitment to all-round excellence underpinned by global quality recognition (ISO 9001:2000) and national quality assurance (*complete compliance and 3 year audit cycle at last NZQA audit*) which results in sustained successful outcomes for students (*the acquisition of recognised qualifications*) and industry employers (*the recruitment of trained and capable staff*).

Our extensive networks with industry employers and schools which promote travel and tourism careers.

Our commercial and academic independence which allows us to focus exclusively on education and learning and provides equal access between employers and students.

Our national and international credentials providing students with a unique employment edge and delivered as a result of our international accreditations from: IATA/UFTAA (*International Air Transport Association*), Microsoft (*Office Desktop Authorised Training Centre*).

Our capacity to respond quickly and effectively to the needs of industries driven by changing world events and technological developments, as well as national and governmental developments and initiatives.

Our ability to deliver a personal/high quality learning and developmental experience, reflective of workplace requirements and making the best use of learners time, investment and potential.

Our ability to provide support systems, a personal approach and a safe learning environment that always places the student first.

Our commitment to engage with industry stakeholders in the planning, delivery and evaluation of training programmes, ensuring that programmes continue to meet current and predicted employment needs.

Active involvement in the Tourism landscape, by engaging in employment partnership programmes, involvement in industry events, and membership of Tourism organisations that drive tourism growth.

Delivery of national and international training programmes packaged together uniquely to incorporate the full range of international skill sets required by travel and tourism employers, and which prepares students for a global career.

Our enthusiasm for seeking out leading-edge improvements and innovation in teaching and delivery that lead to more effective learning and an enhanced learning experience for the students.

Skill in programme and materials design that produces customised teaching and learning packages to support the promotion of travel and tourism as first choice careers at secondary and tertiary level.

Our integrated approach from school through to employment or University education. Level 2 school support resources, and dedicated careers support to assist graduates pre, during and post studies.

This special character ensures that ITC contributes positively to New Zealand's Tertiary Education Strategy and the New Zealand Tourism Strategy.

As an ISO accredited organisation and NZ Tourism Awards multiple winner) and with consistently high academic outcomes, ITC strengthens New Zealand's education system capacity and quality.

ITC's high graduate placement rate (*86% annually*) shows that it is providing the skills New Zealanders need for our knowledge society. Travel and Tourism are industries with a high dependence on knowledge management and communication, and our specialist training programmes reflect this.

# OUR CONTRIBUTION:

## To NEW ZEALAND'S IDENTITY AND ECONOMIC, SOCIAL, AND CULTURAL DEVELOPMENT

- 60% of graduates from The International Travel College of New Zealand are employed within the tourism industry, an industry which accounts for 4.9% of GDP and which employs 10.5% of the total New Zealand workforce. Tourism is one of the strongest potential drivers of economic growth in New Zealand, and is forecast to grow at a rate that is significantly higher (6.3% per annum) than other industry sectors and the economy as a whole. (2.5%-3.0% per annum). Thus, tourism growth will underpin growth in other industry sectors. Auckland in particular is expected to benefit from this growth, with recent international visitor arrivals expected to increase more than 50% before 2008.
- The successful growth of the **tourism sector** depends largely on the capacity of tourism organisations to employ new/additional staff, and the tourism industry continues to experience shortages of skilled/trained staff across all sectors. The International Travel College is committed to continue to provide a regular pool of trainees that are skilled and work-ready, specifically for this industry. Its Auckland base ensures a strong local presence, and ongoing participation with tourism employers in work experience and employment partnership programmes which support market peaks and demands.
- The New Zealand **travel industry** is also one which traditionally experiences high staff turnover, and has ongoing skill shortages particularly at an intermediate level. By introducing a regular supply of motivated and enthusiastic newly qualified entrants into the travel industry, employers are able to upskill junior staff into intermediate positions with minimum financial cost, and are thus able to preserve their slender operating margins. The International Travel College has placed more than 400 such entrants into this industry during the past 4 years and will continue to work with the industry to meet their changing demands.
- The International Travel College is committed to the development of awareness of Maori heritage and culture, and works in partnership with local iwi in the delivery of cultural exchanges and workshops, providing valuable intercultural exchanges for students and the local communities.
- As a PTE, set up at no capital cost to the nation, and focussed on one industry, ITC has very efficient educational processes which enable students to gain their qualification at minimum cost to them in fees, and to the country in terms of participation in student loans and allowance schemes.
- The International Travel College empowers learners with the skills, knowledge and qualifications (both national and international) designed by and for the industries in which the graduates are ultimately employed. Over 80% of graduates enter these industries within three months of course completion. ITC monitors the outcomes/destination of all students, and measures student employment success against employer vacancies on a monthly basis.
- All courses include qualifications based on the New Zealand Qualifications Authority framework and are designed to meet industry requirements.
- ITC is committed to promoting these industries as first-choice careers, and to providing students with an entry to career opportunities for all who aspire to work in an industry with a secure future.
- The inclusion of employment preparation strategies within all training programmes and a dedicated Careers Counsellor ensures students gain valuable generic skills which are transferable across industries, and which enhances their ability to market themselves within the workforce.
- The regular interaction between students and industry partners ensures they are provided with motivational role-modelling during their studies.
- Students who enrol at ITC make an informed choice to study in a smaller learning environment and enjoy personalised attention and support not available at larger institutions, thus providing them with an environment in which they may flourish and grow. This experience enables students to make positive contributions within their communities and helps them to participate actively within New Zealand society.
- ITC has led the travel and tourism tertiary education sector with the implementation of the highest quality standards, (ISO 9001:2000 and Tourism Award Finalist status), innovations in programme design, delivery, resources, technology, human resource management and support services, and is committed to setting the standards in our sector. Internal processes drive continued innovation across all aspects of the College.
- The ITC Strategic Plan includes commitment to e-learning and technology developments, and these have already produced innovative DVD and Internet based courseware. Students enjoy high levels of computing and internet access and a planned wireless LAN network will enable unlimited laptop access for research and learning across and beyond the physical campus.

## OUR CONTRIBUTION TO THE TERTIARY EDUCATION SYSTEM AS A WHOLE

- ITC is the only Auckland based niche Travel and Tourism College, focussing exclusively on training and development for these industries. The local base of the College provides for unique collaborations with employers and other tertiary organisations.
- All ITC's training programmes incorporate national standards. Our approach to training, and our delivery mechanisms, are in line with the strategic plans developed by ATTTO, the Industry Training Organisation charged with guardianship of travel and tourism national qualifications.
- ITC is committed to international education, accredited by the International Air Transport Association (the travel industry's leading worldwide training organisation) and is an accredited University of Cambridge International Exam Centre. This will provide ongoing opportunities for students to achieve international qualifications in Travel, Tourism and Information Technology – thus enhancing their ability to contribute to New Zealand's economy.
- Learners at ITC are provided with programmes at Levels 3, 4 and 5 on the NZQA framework, leading primarily to industry employment, but also providing a pathway to further tertiary studies at University level, and into business start-up ventures through the inclusion of specialist assistance for Tourism ventures on the Level 5 programme. A staircasing system pathways students from Level 2, and learners may enter or exit at any level with complete National Certificates.
- Whilst ITC provides qualifications with significant national standard content. the inclusion of internationally recognised qualifications (IATA, University of Cambridge) contributes significantly to New Zealand's export education capability with programmes that are attractive to, and meet the needs of international students.
- ITC contributes an estimated 30% of the annual requirement for new entrants to the Auckland travel and tourism industries. The sector is one with a history and tradition of PTE training provision with an estimated 80% of sector entrants generated annually through PTE training programmes.
- ITC student completion rates and outcomes are monitored and followed-up using auditable processes that produce measurable and accountable results. Plans and projections for student intakes are adjusted periodically to reflect labour market conditions and trends to better meet industry needs.

## COLLABORATION AND CO-OPERATION WITH OTHER TERTIARY EDUCATION PROVIDERS AND ORGANISATIONS

- ITC seeks partnerships and collaborative opportunities with other organisations in order to continuously improve the learner experience and outcomes, whilst meeting the needs of industry. Strategic partnerships are explored where they meet our Mission and Vision, where they will add value in meeting learners needs, and are in line with our strategic goals.
- We are engaged in alliances with other regional based Colleges that operate in this sector, providing a forum for the sharing of best practices, information and knowledge, producing improved experiences for our learners and staff. ITC will continue to further develop these alliances.
- Pathway arrangements are being explored to formalise cross credit transfer for ITC students into Level 5 and 6 programmes in Business Studies and Tourism, through Auckland Institute of Studies and other tertiary providers.
- Close relationships with schools ensure that students can pathway readily from Level 2 learning to Level 3. We work closely with secondary schools in the provision of resources, specialist tutor assistance, delivery of specialist modules, and teacher workshops . Dedicated Schools & Industry Liaison Advisors supports the school networks in the promotion of Travel and Tourism careers.
- ITC encourages staircasing from secondary schools into tertiary education, and provides a unique range of learner/facilitator support materials to secondary schools at Level 2 and 3 on the NZQA framework. These resources are now in use by more than 50 schools.
- ITC seeks to strengthen its relationships with providers of vocational and foundation training at Level 2 on the NZQA framework to provide students with bridging course options prior to embarking on Level 3 studies and to increase pathway opportunities from Level 5..
- ITC has ongoing relationships with a range of organisations, including:
  - Industry training organisations:
    - ATTTO
    - Retail ITO
  - Government agencies:
    - NZQA
    - TEC
    - WINZ
  - Awarding/accrediting bodies:
    - IATA, University of Cambridge (accredited International Exam Centre)
    - Microsoft (Authorised Desktop Training Provider)
    - Galileo/VIASINC
    - Tertiary educational specialist: QED
- ITC is an active member of a range of professional and industry based organisations, including:
 

IATA/UFTAA	TIANZ
Chamber of Commerce	Business Excellence Foundation
NZAPEP	NZITT
Study Auckland	

ITC/Industry relationships include employers, work experience partners, industry advisory members, industry Expo participants, guest speakers, suppliers of resources and industry visit programmes.

## FULFILLING THE TREATY OF WAITANGI

- We teach the values of sustainable tourism and respect for New Zealand's unique environment, heritage and Maori culture. We are committed to helping Maori students achieve qualifications and jobs whilst increasing their self-esteem and pride in their culture and special identity. The College curriculum includes learning about the Treaty of Waitangi and its special significance in New Zealand's history and life.
  - The College is committed to ensuring that Maori benefit from the provision of specialist training for the Tourism industry and its' Rangatahi Maia (Skill Enhancement) programme has resulted in successful educational and employment outcomes for more than 100 young Maori students.
  - An annual scholarship scheme supports access for young Maori students to Travel and Tourism tertiary studies.
  - Course entry processes encourage Maori participation through personal interviews which encourage whanau supporters and sponsors. Flexible entry criteria provides for entry based on personal attributes and aspirations rather than prior academic success.
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- ITC aims to increase access and participation for Maori students, and its' Strategic Plans includes objectives towards
    - Uplifting the participation of Maori within its travel and tourism training programmes by 10% annually through the increased promotion of these career options and improved access strategies.
    - Improvements in learner retention and academic and employment outcomes through enhanced support, delivery strategies and the development of iwi based partnerships.
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- A special feature of College life involves hosting cross cultural events which promote confidence building and increased interaction between students and community, producing significant benefits to all parties.
  - Current strategic plans include the strengthening of this programme with marae-based visits to increase awareness of tourism and its potential within Maori communities.
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- Small class sizes where students are nurtured, supported and encouraged lifts confidence and self esteem, and creates a whanau-like atmosphere in which learning and personal development for Maori is more likely to take place.
  - The learning needs of Maori students are addressed at the delivery and assessment level, and include the provision of alternative assessment methods (oral assessment, observations, peer review), the use of music, kinaesthetic learning, story telling, discovery and experiential learning. Maori students may elect to submit assessments in Te Reo Maori.
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- College staff include representatives who identify with Maori and Pacific Island cultural backgrounds. Staff are provided with training and support to meet the needs of Maori students, and tutorial staff are provided with specific training in NZQA unit standard 7091, (*Facilitate adult learning in New Zealand's cultural environment*), which addresses cultural issues.
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- Links exist with local iwi to promote that promote and share the special nature of the Maori culture
  - College programmes will continue to be reviewed to ensure their relevancy to Maori, and to ensure that students are provided with support, mentoring and networking programmes that focus on quality outcomes.
  - The ITC Advisory Group includes representation from within the Maori community, and ITC continues to seek out new partnerships within Tangata Whenua.

## MEETING THE NEEDS OF PACIFIC PEOPLES

- Auckland is the capital of the South Pacific, with a diverse and cosmopolitan Pacific people's population. ITC has developed an organisational and environmental culture that meets the needs of students from the Pacific island communities. A high percentage of ITC students identify with Pacific ethnicity and enjoy a friendly and personalised learning environment which maximises their potential for success.
- Strategies include the provision of student centred learning, high levels of practical and experiential learning opportunities, strong tutor support and individually tailored study plans.
- Sharing information on the high levels of success into employment within this student group provides encouragement and motivation for all students.
- ITC is committed to the development of relationships with Pacific communities and to supporting the aspirations of Pacific Island students. The tutorial delivery team ensure that the needs of Pacific Island learners are addressed in lesson planning, module delivery and assessment. The Student Council includes representation from our Pacific Island students and feedback and input is sought from within the student body on the Colleges' relationship with Pacific Peoples.
- Course entry processes encourage Pacific Island learner participation through personal interviews which encourage family supporters and sponsors, and flexible entry criteria which provide for entry based on personal attributes and aspirations rather than prior academic success.
- To facilitate access to our city campus a funded transport strategy is being considered, targeted at eligible students within Pacific and Maori communities. A Scholarship scheme established in 2000 encourages access for Pacific Island students and the College is committed to this programme into the future.
- The College Strategic Plan includes goals to build further links with Pacific community organisations to ensure that the needs of Pacific students continue to be met.
- The College Advisory Board includes a senior member of the Pacific Island community whose experience in tourism and education adds significant value to our approach in meeting the needs of Pacific Peoples.

## MEETING THE EDUCATIONAL NEEDS OF LEARNERS

- The ITC learning environment has been specifically designed to be motivational, aspirational, supportive and personal, and student feedback confirms that this is their experience. Student evaluations on course completion report a 98% satisfaction across the student experience of ITC.
- ITC will continue to provide an environment that reflects the needs of the industries for whom we train, and which recognises and rewards academic excellence.
- ITC is committed to the continued use of the unique 'Passport to Excellence' scheme which recognises excellent performance, benchmarked against international standards, and which provides commercially based targets for learners to aspire to.
- ITC aims to limit class sizes to less than 20 students, ensuring high levels of personal tutorial support.
- Student support is a high priority, delivered through an effective Home Tutor programme which provides ongoing individual support, and an accessible Student Services team of caring staff.
- The College aims to inform, communicate and engage with students both pre course commencement, during the course, and post course completion. Strategies include the provision of a unique phased induction programme, with a 'Welcome Pack' provided one month prior to course commencement, an 'Induction Pack' at the start of the course, and superior induction and course material that meets international standards of excellence.
- The College engages with its student body on an ongoing and regular basis and responds to feedback and changes in learner requirements. This takes place formally through module evaluations issued throughout the course, College evaluations, and Student Council representation; newsletters and bulletins, and informally through regular notices, e mails, meetings and student events. ITC is committed to seek additional opportunities to enhance the student experience through its regular event programme and visits.
- The College is a signatory to the Code of Conduct for the Pastoral Care of International students, and has in place robust support systems to manage the recruitment, care and support of international students. These systems include selection criteria for the appointment of international agents, destination Welcome Packs, meet and greet services, and assistance with accessing local services and support. These systems support the Colleges' sustainable growth of international enrolments.
- The College is committed to the provision of excellence in facilities. Training rooms are spacious, air-conditioned and well equipped with projectors, TV/video equipment, and high levels of open internet access that meets or exceeds corporate standards. This learning environment is designed to enhance learning and to prepare learners for corporate life.
- ITC is committed to exposing students to the best that is available in the training/education world, and will continue to invest in technology, communications and resources that enhance learning. The current suite of computers continues to be enhanced in a continued programme of expansion and upgrade.
- Recognition of prior learning and current competence processes are established so that students may seek credit transfer and recognition of existing qualifications or competence.

## STAFF PROFILES THAT REFLECT OUR MISSION AND SPECIAL CHARACTER

- The ITC philosophy is that its' staff are its prime asset, and that people naturally want to do a good job. Given training, resources and an appropriate environment they will perform at high levels of competence. This underpins our management style.
- ITC seeks to deliver human resource policies and processes which model best practice. Committed to the provision of equal opportunities at every level, we operate an open, honest and respectful working environment, where staff are informed and empowered. They share the Mission and make valued contributions to developments and plans. Staff are encouraged to strive for excellence. Outstanding performance and 'living the Mission' are recognised and acknowledged.
- All ITC staff are regarded as 'front line'. A performance management system that includes clear role descriptions, objectives setting and regular performance reviews/appraisals defines standards, provides focus and facilitates regular two-way communications. Reviews provide measures of staff satisfaction and training plans for individuals and teams.
- The long service/low turnover of ITC staff is a clear benchmark of staff satisfaction. Long service awards are provided to all staff, along with rewards for excellence in performance and outcomes. Schemes that promote good health, complimentary fruit baskets on campus, fully subsidised Southern Cross Healthcare, and other initiatives promote corporate and personal wellbeing, good health, and relieve stress. There are additional leave entitlements, industry contact sabbaticals, flexible working patterns and high value placed on a balanced work:home life, all indicators of the ITC house style. The College benchmarks its' human resource practices against acknowledged best practices.
- Tutors are selected on their industry experience and training qualifications, and the Quality Management System provides clear standards for the recruitment of all staff.
- A tutorial peer support programme and 'Quality Circles' system ensures consistency of delivery and compliance with quality standards.
- The multi-cultural mix of the College staff reflects the industry in which we operate, and provides a rich source of life experience for our students. Staff are supported in the development of skills and behaviours that facilitate improved communications within the diverse cultural mix of our student body.
- College staff are 100% sponsored for all value-added training and development activities. Internal/external courses, e-learning, coaching, job secondment, conferences and industry networking events are all used as sources of further development. Staff update on industry practices and products through participation in the educational/visit programme and through the ITC industry contact scheme.
- Staff are encouraged to innovate, and enjoy academic freedom, working together in Quality Circles and project teams, and participating in curriculum development, preparation of lesson plans, assessment instruments, and teaching and delivery materials, meeting diverse learning styles and cultures.
- Staff well being is a high priority. The culture is professional and caring, with a whanau atmosphere, family-friendly, supportive of staff, their families and their culture. ITC aims to be regarded as an excellent employer, to 'catch people doing things right' – to encourage it and reward it. We seek to provide a working environment that is professionally stimulating, rewarding and supportive, and to offer role models of professional excellence to our students.

## GOVERNANCE AND MANAGEMENT STRUCTURE

- ITC is a private training establishment registered by the New Zealand Qualifications Authority, and holding accreditations with IATA (International Air Transport Association) and the University of Cambridge (International Exam Centre). It holds a Certificate of Incorporation and operates an efficient and cost effective governance and management structure, with the governance held by the College Director, and Management Group. The College operates from a single site in Auckland, and specialises exclusively in Travel and Tourism training.
- The ownership lies with the founding/current Director whose extensive travel/tourism/education industry background has been the driving force behind many of the College initiatives. This Director, together with input from the Advisory Group and Senior Management Group, is accountable for the strategic direction, financial planning and overall operation of the College.
- The Senior Management Group, who are all industry professionals, provide a balanced expert group who manage the College on a daily basis, formulate and implement policies and procedures, and provide input to strategic and long term planning.
- ITC recognises the need for careful management and planning so that the travel and tourism industries can continue to be provided with appropriately skilled/trained staff. Long-term plans have been incorporated into the resource capability assessment and confirm the Colleges' ability to continue to deliver excellence in staffing, premises, equipment, and facilities whilst absorbing projected 10% annual growth.
- The owner and Senior Management Group are committed to the pursuit of excellence and best practice through the development and maintenance of quality systems across the business operation, including the core business – education and training. The international standards set by ISO are the benchmark by which the ITC management team measure their outputs, monitored through quarterly ISO audits and annual external audits by an ISO auditor and independent education specialist. This process includes self-assessment reviews, the use of quality circles and continuous improvement mechanisms. Individual accountability is established and responsibilities are clearly defined.
- ITC maintains financial resources and policies appropriate to its current and long-term goals and objectives. These goals are achieved by the continuing development of, and adherence to, financial plans and budgets for capital and operating income and expenditure. Six monthly audits take place, and financial records and controls are in accordance with best business practice and legislative requirements.
- Strategic planning meetings involving all staff take place on a quarterly basis, and the management team meet monthly to steer the direction of the College. Planning strategies are responsive to external change, and objectives and targets are established after consultation with stakeholders.
- The financial management of the College is completed with the assistance of external chartered accountants, who, together with external auditors, provide independent advice and verification of the financial operation of the organisation.
- The owner/director confirms that this Charter has been agreed by the governing body of ITC, and the Senior Management Group, and is signed as such.

*Karen Houston*

Karen Houston  
**Director**

**15<sup>th</sup> February 2008**