



Charter

This Charter is prepared in compliance and submitted to the Tertiary Education Commission as required by Section 159 O of the Education (Tertiary Reform) Amendment Act 2002. The Charter specifically defines how our mission, goals and objectives align with the Tertiary Education Strategy and we seek comments from stakeholders as contributors to the organisation's pursuit of ongoing excellence.

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1. Mission

The NZ Welding School aims to raise the aspirations and develop the vocational skills of learners from various backgrounds and skill levels according to our Unique Selling Proposition “We Train You To Be All That You Can Be”.

We will do this by the delivery, promotion and provision of quality resources and services to facilitate engineering-based programmes.

2. Special Character

The NZ Welding School has currently four training sites within New Zealand i.e. Auckland, Rotorua (2) and Wellington. We deliver Level 3 and Level 4 Welding courses, which include Certification to international welding industry standards. In addition, we deliver the National Certificates in Design Level 2 and Level 3 as part of the Computer Aided Design courses.

All course programmes are NZQA accredited and approved by the Ministry of Education. In July 2003, the NZ Welding School again successfully attained a 2-year audit cycle from NZQA (Re: Appendix 1).

The NZ Welding School advocates an ethos that supports the cultural expectations of Maori and Pacific trainees juxtaposed with educational aspirations.

Our programmes are designed specifically to achieve the following key results:

- ~~☞~~ All trainees will achieve recognised qualifications.
- ~~☞~~ To equip trainees with the vocation skills they require to gain employment.
- ~~☞~~ To provide trainees with the foundation to staircase to further tertiary education levels.
- ~~☞~~ All programmes reflect industry requirements for quality training.

Our aim is to become the preferred Welding Engineering Training Provider in the South Pacific and a key provider of quality computer aided design training by:

1. The delivery of courses with a high practical content.
2. The delivery of courses with a content relevant to industry needs.
3. The delivery of one on one training to suit the individual.
4. The delivery of a complete and all-inclusive training package.

3. Contribution to New Zealand's Identity and Economic, Social and Cultural Development

New Zealand's economic growth is dependant on the development of value-added production. This requires increased manufacturing capacity, which in turn is dependant on sufficient engineering-based trades people.

The welding and engineering industry is experiencing a shortage of trained and ticketed welders, particularly in the manufacturing, engineering, boat building, construction and maintenance industries. In addition, a shortage of qualified CAD draughtsman has been identified (Re: Appendix 2).

Alongside our contribution to economic development, the NZ Welding School makes a contribution to social development in that 75% (approximately) of our trainees gain employment or pursue further education within six months of course completion (Re: Appendix 3).

Furthermore, a significant number of our trainees enter our programmes with minimal or no formal qualifications and have been recipients of the government beneficiary system over an extended period (Re: Appendix 4).

The NZ Welding School has recognised the demographic profile of New Zealand's Maori and Pacific populations and the implication to future economic participation of these people within New Zealand's economic environment. We are also aware of the low level of participation and success in the education system by these groups and are delivering programmes, which meet their learning styles and needs (Re: Appendix 5). These programmes are delivered at locations where there is a recognised concentration of these groups in the resident population (Auckland, Bay of Plenty and Wellington) (Re: Appendix 6).

The NZ Welding School has identified the Hawkes Bay region for potential development. An environmental and risk analysis associated with present and future development has been conducted by the organisation as contained within the current Business Plan (Re: Appendix 7).

The NZ Welding School's contribution to the Tertiary Education Strategy is linked to five of the six stated strategies.

Strategy 1		
Strengthen System Capacity and Quality.		
Objective		
Improved strategic capacity and leadership at both governance and management levels.	1	The NZ Welding School has developed a national management structure to support strong local management at each delivery site.
Increased differentiation and specialisation across the system.	2	The NZ Welding School specialises in Welding and Computer Aided Design courses and differentiates itself from other providers through practically based, self-paced, one-on-one teaching.
Greater collaboration with the research sectors, the creative sectors, industry, iwi and communities.	3	The NZ Welding School courses are designed and monitored in consultation with our key stakeholders (trainees, team, engineering industry, ITOs, Government agencies). Consultation with iwi and communities continues to be affirmed (Re: Objective 8).
A stronger system of focus on teaching capability and learning environments, to meet diverse learners needs.	5	The achievement of and feedback from our trainees attests to our strong focus on meeting individual learning styles (Re: Appendix 8).
Learners and the wider public have confidence in high levels of quality throughout the system.	6	The growing public interest in our courses demonstrates confidence in the quality and outcomes of our programmes (Re: Appendices 8, 9).
A coherent and reliable system of qualifications, learning recognition and credit transfer.	7	All course are NZQA accredited and MoE approved (Re: www.nzqa.govt.nz and www.minedu.govt.nz). Consecutive NZQA audits have confirmed the NZ Welding School's Quality Improvement System's (QIS) policies and procedures regarding courses, qualifications, learning recognition and credit transfer.
Strategy 2		
Te Rautaki Maturanga Maori – Contribute to the Achievements of Maori Development aspirations.		
Objective		
Tertiary education leadership that is effectively accountable to Maori.	8	The NZ Welding School has a commitment to its key Maori stakeholders (Maori team members and Maori trainees). These channels of communication continue to be affirmed through consultation with local Kaumatua (Re: Appendices 5, 9,10).
Strong and balanced Maori staff profiles within the tertiary education system.	9	The NZ Welding School has a strong and balanced Maori team member profile with 56% identifying Maori affiliation. In addition, 50% of our management team members identify Maori affiliation (Re: Appendix 10).
Increased participation by Maori in both a broader range of disciplines and in programmes that lead to higher-level qualifications.	12	70% (approximately) of NZ Welding School trainees identify Maori affiliation (Re: Appendix 5).
A tertiary system that makes an active contribution to regional	13	75% (approximately) of graduating students of Maori affiliation secure employment or pursue further education within six

and national Maori/whanau/hapu/iwi development.		months of course completion (Re: Appendix 11).
Strategy 3		
Raise Foundation Skills so that all People can Participate in our Knowledge Society.		
Objective		
Significantly improved adult foundation skills levels, achieved through increased access to foundation education in a range of learning contexts.	14	The NZ Welding School has a commitment to the delivery of course programmes, which incorporate work skills, study skills, literacy and numeric skills. In addition, we provide access and assistance to remedy individual learning barriers i.e. Irlen Diagnostics (Re: Appendix 12) to enhance trainee participation in our knowledge society.
Clearer accountability for quality outcomes within foundation education, including a greater focus on assessment.	15	All programmes are NQF based (Re: www.nzqa.govt.nz and www.minedu.govt.nz).
Strategy 4		
Develop the Skills New Zealanders need for our Knowledge society		
Objective		
Industries are supported in meeting their self-identified skills needs.	19	The NZ Welding School liases with industry about minimum skills requirements for trainees completing our courses (Re: Appendix 13).
Equity of access and opportunity for all learners.	20	The NZ Welding School has entry criteria approved by external agencies that meet legislative requirements (Re: www.nzqa.govt.nz and www.minedu.govt.nz).
Learners are equipped to make informed choices about career and learning.	21	The NZ Welding School incorporates a number of initiatives within the course programmes to provide trainees with informed choices about career and learning (industry site visits, industry representative tutorials, welding consultants and Modern Apprenticeships).
Broader development of skills for active citizenship and the maintenance of New Zealand's cultural identity.	22	The NZ Welding School includes a targeted Communications Skills program which encompasses: <ul style="list-style-type: none"> ✍ Budgeting skills. ✍ Personality profiling and the identification of preferred learning styles (VAK testing). ✍ CV compilation. ✍ Employment legislation. ✍ Job search and interview skills. ✍ Career Services. (Re: Appendix 9, 14)
Strategy 5		
Educate for Pacific People's Development and Success		
Objective		
Pacific learners are encouraged and assisted to develop skills that are important to the development of both the Pacific and to New Zealand.	25	The NZ Welding School has a commitment to Pacific student development, demonstrated both in the representation of this group in trainee numbers and by the location of delivery sites (Re: Appendices 5, 6).
A tertiary education system that is accountable	26	The NZ Welding School is aware of the importance of establishing consultation with Pacific groups to enhance Pacific

for improved Pacific Learning outcomes and connected to Pacific economic aspirations.		<p>establishing consultation with Pacific groups to enhance Pacific trainee outcomes.</p> <p>The NZ Welding School demonstrates accountability to improve Pacific learner outcomes by the quantifiable achievement of qualifications by Pacific trainees and their success in securing employment or pursuing further education within six months of course completion (Re: Appendices 8, 11).</p>
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4. Contribution to the Tertiary Education System as a Whole

The NZ Welding School's contribution to the Tertiary Education System as a whole is:

- ✍ Providing Quality Welding Training at National Certificate Level 3 and Level 4.
- ✍ Providing Quality Computer Aided Design Training at National Certificate Level 2 and Level 3 (Re: www.nzqa.govt.nz and www.minedu.govt.nz).
- ✍ Providing trainees with the opportunity to staircase to:
 - ? ?Industry based Welding apprenticeships.
 - ? ?Level 4 National Certificate Computer Aided Design courses and beyond.
- ✍ Providing specialised training in Welding Certification to internationally recognised industry standards. In particular, NZS4711, NZS 4703, ASME IX, API1104.

5. Approach to Collaboration and Cooperation with other Tertiary Education Providers and Organisations

The NZ Welding School has a number of collaborative and cooperative initiatives in place and in progress. These include:

1. The NZ Welding School is a member of the Independent Tertiary Institutions (ITI) group (Re: Appendix 15). ITI acts as a business cluster group, improving members' educational and business performance, achieved through collaboration on a variety of projects utilising its member's management expertise. Initial projects include improved business linkage and networks and member charter and profile development.

ITI members are:

- ✍ G & H Training.
- ✍ Media Design School.
- ✍ Natcoll Design Technology.
- ✍ New Zealand Management Academies.
- ✍ The Learning Connexion.
- ✍ The Sir George Seymour National College of Tourism and Travel.
- ✍ Anamata
- ✍ Bethlehem Institute of Education
- ✍ Bible College of New Zealand
- ✍ Carey Baptist College

- ~~///~~ International Pacific College
- ~~///~~ NZ College of Chiropractic
- ~~///~~ Pacific International Hotel Management School
- ~~///~~ Whitecliffe College of Art and Design
- ~~///~~ NZ Welding School.

2. The NZ Welding School is an Associate Member of the Heavy Engineering Research Association (HERA) and has a contractual agreement to utilise and copy their welding manuals as an integral part of welding programme delivery (Re: Appendix 16). In addition, the NZ Welding School actively participates in courses and seminars delivered by HERA to support tutor professional development.
3. The NZ Welding School has an agreement with the following agencies to fulfil moderation requirements:
 - ~~///~~ NZQA.
 - ~~///~~ Competenz.
 - ~~///~~ InfraTrain NZ Limited (An amalgamation of the Design and Construction Consultants ITO and the NZ Contractors ITO).
4. The NZ Welding School is an active member of the Employer and Manufacturers Association, Chamber of Commerce and the New Zealand Institute of Welding.
5. A Director of the NZ Welding School sits on the joint Australia and New Zealand expert committee – WD – 003 Welding and WD – 003 – 002 Welding Subcommittee (Re: Appendix 17).
6. The NZ Welding School has an ongoing arrangement with BOC Safety, Modern Apprenticeships organisation, Career Services organisation, Budget Advisory Service, StudyLink and Irlen Diagnostics organisation to provide tutorials and assistance to trainees at each site (Re: Appendices 9,12).
7. The NZ Welding School has a contractual arrangement with Emergency Management Systems (EMS) to provide first aid training as part of course programme delivery at each site (Re: Appendix 9).
8. The NZ Welding School has secured the services of retired Auckland University Professor, Joseph Gregory PhD, Materials Engineer and Welding Consultant, to provide tutorials at each site (Re: Appendix 9).
9. The NZ Welding School has a memorandum of understanding with Waiariki Institute of Technology (Re: Appendix 18) and will continue to develop cooperation and collaboration with other training providers in the respective regions of operation.
10. The NZ Welding School has secured letters of support from students; industry, iwi representatives, community organisations and other interested parties and will continue to develop support and consultation from these groups (Re: Appendix 9).

6. Approach to Fulfilling Treaty of Waitangi Obligations

We have identified key implications for the Tertiary Education System, as specified in the Tertiary Education Commission (Shaping the Funding Framework, 4th Report of the Tertiary Education Advisory Commission, Nov 2001, pg 171), as specific to our organisation:

- ~~✍~~ Tertiary Education should enhance Maori development in all fields and at all levels.
- ~~✍~~ All providers should act in good faith to Maori as treaty partners with honesty and sincerity of intention.
- ~~✍~~ Providers should not entertain or allow marked differences in provision, process and product, on the basis of ethnicity.
- ~~✍~~ Tertiary education, as a vehicle of equality, should not allow marked differences in participation and outcome levels for Maori to persist.
- ~~✍~~ Equal education opportunities and equality of rights are key objectives.
- ~~✍~~ Equity of access means each person should receive access to appropriate education according to their need. Where inequity of access exists, the Tertiary Education system should work to remove the barriers to Maori, which may inhibit proportionate access.
- ~~✍~~ Equal expectations, equal educational capital and equal means to access.
- ~~✍~~ All providers should provide equality of educational outcomes.

Our research has identified 'Careers in Welding' as an area that generates substantial interest from people of Maori affiliation. We see this as a real opportunity to assist Maori by the provision of vocational training courses with a high practical component designed to secure tangible skills and qualifications that will result in sustainable employment (Re: Appendices 5,19).

The acquisition of these skills and qualifications will enhance Maori trainee confidence to seek and secure employment and in addition, provide an opportunity to staircase to further tertiary qualifications.

We have created an organisational ethos that not only embraces Maori (70% (approximately) of our students currently identify as being Maori), but also identifies other cultural ethnicities within our student body. This ethos is supported by a high level of participation in governance, management and teaching by team members of Maori affiliation (Re: Appendices 5, 9, 10).

Our commitment to Maori students is illustrated by the fulfilment of objectives linked to Strategies 1, 2, 3 and 4. A particular point of reference is the statistical results of Maori students who are affected by Irlen Syndrome – 60% (Re: Appendix 12). By the provision of in-house testing, diagnosis and assistance, our trainees are afforded the opportunity to become fully participating members of our knowledge society.

Additionally, the location of each site has been as a direct result of quantitative research into its demographic makeup and statistical data on Maori unemployment (Re: Appendix 4, 6).

7. Approach to Meeting the Needs of Pacific Peoples

Our commitment to Pacific students is, similarly to our Maori students, illustrated by the fulfilment of objectives linked to Strategies 1, 3, 4 and 5.

Currently, 10% of students participating in our welding programmes are of Pacific Island descent; each year of operation identifies an increase in numbers. A particular point of reference is the power of referrals (evidenced in our pre-enrolment advertising statistics); the close-knit nature of each ethnic group within the Pacific community results in past graduates referring the NZ Welding School as a provider of training suited to meeting the needs and aspirations of Pacific students.

The location of sites in Papakura, Auckland and Tawa, Wellington has, as previously mentioned, been a direct result of the demographic makeup and statistical data on Pacific peoples unemployment (Re: Appendix 4, 6). The identification of vocational training as a desirable educational option for Pacific peoples remains a critical factor to the NZ Welding School's strategic foci (Re: Appendices 5, 20).

8. Approach to Meeting the Educational Needs of Learners

The NZ Welding School has, from its inception, maintained a commitment to the provision of a safe and supportive learning environment that accommodates a diverse range of learner needs (Re: Appendix 8).

The NZ Welding School programmes are designed specifically to encourage self-paced learning, coupled with one-on-one trainee-tutor interaction, to support understanding and programme achievement through:

- ~~///~~ The delivery of course programmes with an 80% practical component and a 20% theoretical component (Re: Appendix 14).
- ~~///~~ The application of weld training methods identified by research (Re: Appendix 21).
- ~~///~~ Well-equipped and maintained training facilities and extensive resources (Re: Appendix 22).

9. Approach to Ensuring that the Organisation Develops and Supports a Staff Profile that Reflects its Mission and Special Character

The NZ Welding School is committed to an investment in team member personal and professional development required to reflect our mission and special character.

This is illustrated by the following principles inherent in the NZ Welding Schools (QIS), Human Resources policies and procedures (Re: Appendix 23) and supported by:

- ~~✍~~ Proactive development plans for each team member forecasting professional development required, ensuring existing skill levels and qualifications are consistently reviewed and enhanced.
- ~~✍~~ Expedited teaching and assessor training qualifications, circumspect with position.
- ~~✍~~ An inclusive approach to recruitment and selection ensuring each respective team at each site plays an active role in new appointments.
- ~~✍~~ A commitment to EEO best practices, the provision of a safe and healthy work environment and rewarding organisational performance and contribution.
- ~~✍~~ Verbal interaction is the preferred channel of internal communication supported by:
 - ? ?Daily communication between each site.
 - ? ?Annual meetings and social interaction of all team members at one of the delivery sites.
 - ? ?Regular delivery site visits by Department Heads.
 - ? ?Logbook records of trainee site visits, industry dialogue and team member visits, including director visits.
 - ? ?Rotational visits by tutors between each site to support quality initiatives and programme delivery consistency.

Passion, empathy, heart..... Our team, our commitment.

10. Governance and Management Structure and Principles

The Bay of Plenty School of Welding is a limited liability company trading as the NZ Welding School (Re: Appendix 24). Currently, the two directors hold key roles within the organisational framework supported by an Operations Manager, Academic Advisor and team structure (Re: Appendix 25) designed specifically to reflect the achievement of strategic goals and objectives (Re: Appendix 26).

The recent addition of a site in Tawa, Wellington has resulted in a paradigmatic shift to provide more effective and robust systems and organisational management best practice.

Quality initiatives and implementation remains the apex of the NZ Welding School's organisational foci; change is embraced, flexibility encouraged and a collective responsibility by all team members are evidenced (Re: Appendix 1).

The NZ Welding School is committed to an annual review of strategic goals and objectives in consultation with its key stakeholders to augment our contribution to the changing dynamics of the tertiary environment (Re: Appendix 27).

The main responsibilities of the Management team include, but are not limited to:

- ~~✍~~ Registration, accreditation and auditing.
- ~~✍~~ Planning, growth and development strategies.

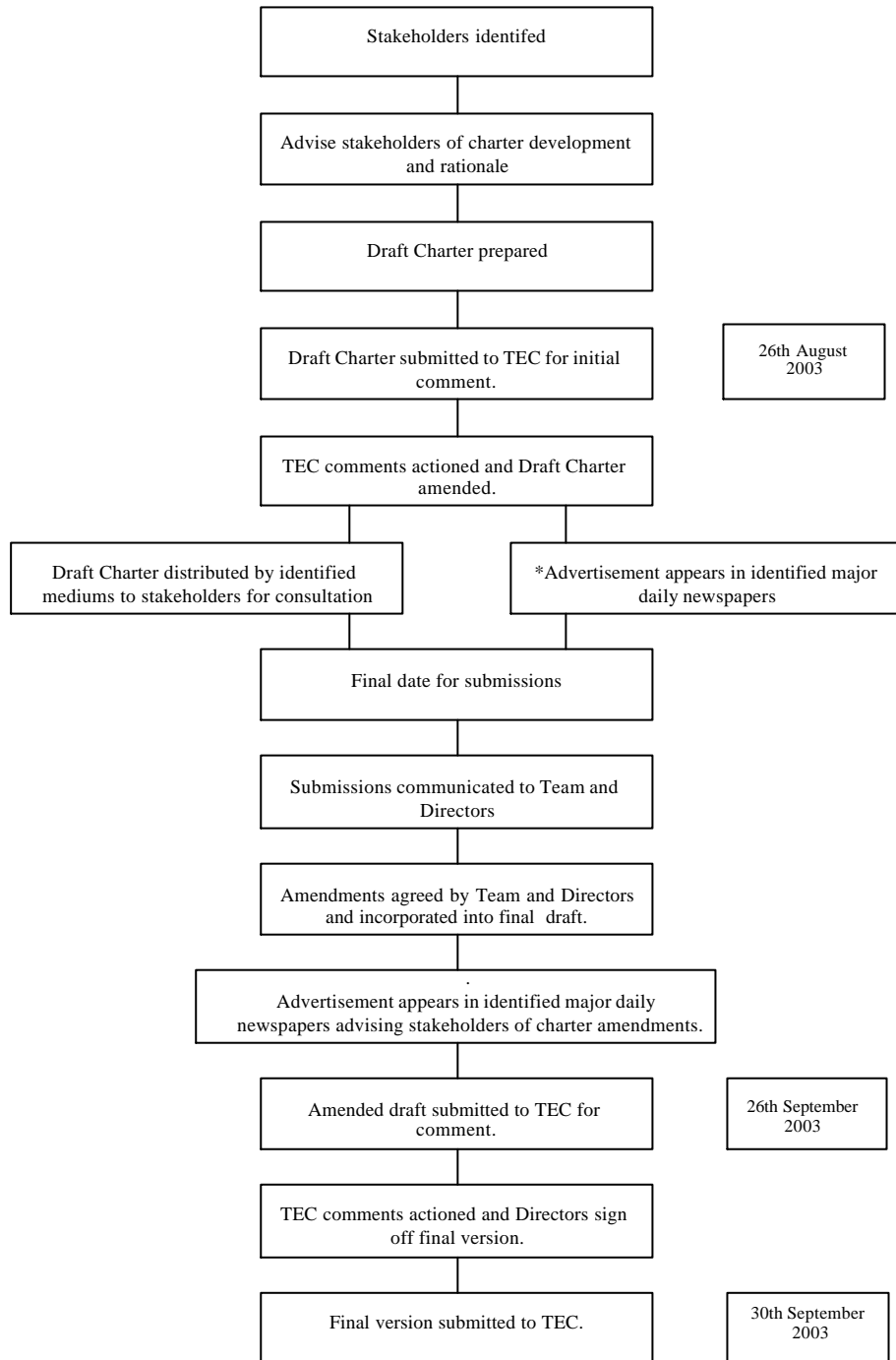
- ~~///~~ Facilitate financial management accountability to comply with Government agency and legislative requirements. External advisors and professionals are utilised as necessitated.
- ~~///~~ Budget approval.
- ~~///~~ Quality Management System approval.
- ~~///~~ Facilitate Single Data Returns.
- ~~///~~ Facilitate programme development and approval.
- ~~///~~ Facilitate goals and objectives consultation and review.
- ~~///~~ Facilitate Charter consultation.

11. Consultation Undertaken in Preparation of the Charter

The NZ Welding School identified the following stakeholders in relation to our position within the tertiary framework, size, location, mission and special character as:

- ~~///~~ NZ Welding School Team Members
- ~~///~~ Students; Current and Former
- ~~///~~ Iwi, Hapu, Whanau, Communities and Organisations
- ~~///~~ Pacific Island Communities and Organisations
- ~~///~~ Industry Training Organisations
- ~~///~~ Current Suppliers, Employers and Industry Organisations
- ~~///~~ Government Education Agencies
- ~~///~~ WINZ and StudyLink
- ~~///~~ Other Tertiary Educational Institutions and Tertiary Education Organisations
- ~~///~~ Other interested parties.

The draft Charter consultation process occurred as follows:



12. Appendices

Appendix 1

Letter from NZQA-Audit Outcome, 11th September 2003.

Appendix 2

*The Occupational Shortages List, NZ Immigration Service, September 2003.
Department of Labour – Skills in the Labour Market, August 2003.*

Appendix 3

NZ Welding School Employment Statistics – All Students.

Appendix 4

WINZ Job Seeker Statistics, June 2003.

Appendix 5

Post-School Qualification Broad Field of Study and Gender by Ethnic Group, Statistics NZ, Census 2001.

NZ Welding School 2002 Enrolment Data supplied to TEC.

Appendix 6

Ethnic Group by Regional Council, Census 2001.

Appendix 7

NZ Welding School Business Plan 2003.

Appendix 8

NZ Welding School Course Evaluations Statistics.

Appendix 9

Testimonials

Letters of Support and Draft Charter Comments.

Appendix 10

NZ Welding School Team Ethnic Affiliation Chart.

Welding School Management Team Ethnic Affiliation Chart.

Appendix 11

NZ Welding School Employment Statistics – Sample Rotorua, 2002, Ethnicity based.

Appendix 12

Irlen Diagnostics Brochure.

Letter from Mary Cubie, Irlen Diagnostician, Trainee Results.

Appendix 13

Terms of Reference Advisory Committee.

Sample correspondence from Advisory Committee.

Sample – NZ Welding School Log Book.

Appendix 14

NZ Welding School Sample Timetable.

Appendix 15

Copy of Meeting Minutes of IDI, ICC Merger.

Appendix 16

Copy of HERA Contractual Agreemen.

Appendix 17

Coy of Standards NZ Letter confirming nomination to the WD – 003 Welding Committee and WD – 003 – 02 Subcommittee, 22nd July 2002.

Appendix 18

Copy of Memorandum of Understanding with Waiariki Institute of Technology, 20th September 2002.

Appendix 19

Industry (Division) and Sex by Highest Qualification for the Employed Maori Ethnic Group, Statistics NZ, Census 2001.

Appendix 20

Industry (Division) and Sex by Highest Qualification for the Employed Pacific Ethnic Group, Statistics NZ, Census 2001.

Appendix 21

*Email to Dr Wolfram Woener, NZ Welding Centre, HERA.
Research report on increasing the efficiency of welders.*

Appendix 22

NZ Welding School Resources Schedules.

Appendix 23

NZ Welding School QIS Manual, Policy 2.2.5 Team Selection, Appraisal and Development, Procedure 2.2.5 (i), Procedure 2.2.5 (ii), Procedure2.2.5 (iii).

Appendix 24

Companies Office, Certificate of Incorporation, Bay of Plenty School of Welding Limited.

Appendix 25

NZ Welding School Organisational Structure.

Appendix 26

NZ Welding School QIS Manual Policy 2.1 Goals and Objectives.

Appendix 27

NZ Welding School QIS Manual Policy, 2.2.2 Review and Audit, Procedure 2.2.2 (iii).

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