



AIR NEW ZEALAND

People Development & Training

30 June 2005

Profile

Initial Submission Copy

Contact details:

Name of registered PTE:	Air New Zealand (People Development & Training)	Provider code:	8588
Name of legal entity / governing body:	Air New Zealand Limited		
Street address:	7-13 Rennie Drive	P.O. Box:	92007, Auckland
Suburb:	Airport Oaks	City:	Manukau City
Street address:	624 Memorial Avenue	P.O. Box:	14005
Suburb:	Christchurch Airport	City:	Christchurch
Name of profile contact person:	Debbie Venz	Email:	debbie.venz@airnz.co.nz
Profile contact person telephone number:	03-374-7072	Mobile:	021-412-767
		Fax:	03-374-7827
CEO name:	Michael Drinkall	Email:	Mike.drinkall@airnz.co.nz
CEO telephone number:	09-255-5715	Mobile:	021-717-593
		Fax:	09-255-5736

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Introduction

Welcome to the Air New Zealand Limited (People Development and Training) Profile for 2006 to 2008

- This Profile is used to advise TEC and our stakeholders about how our organisation is planning to give effect to its Charter and contribute to the Tertiary Education Strategy over 2006-08.
- All TEC funded organisations are required to develop and gain approval for a Profile that sets out the basis on which funding will be sought for the period 2005-07. Underlying this requirement is a desire that organisations address the needs of their learners and the developmental needs of New Zealand.
- This profile has been prepared using the template provided by the TEC

1. Environmental Scan

Strategic planning assumptions	Response(s) to your PTE's strategic planning assumptions	Strategic direction(s)	Reference to your PTE's charter
<p>A growing economy combined with low unemployment rate is resulting in a shortage of resources within the customer service areas of aviation, travel and tourism industry</p>	<p>Marketing activity to promote careers in frontline roles in the industry across all disciplines.</p> <p>Introduction of the Air New Zealand Certificate in Airline Customer Service with the addition of more female, Maori and Polynesian students to the Campuses.</p> <p>Additional student facilities and resources have been built at the Auckland Campus.</p> <p>Additional student facilities and resources are being planned for the Christchurch Campus.</p> <p>Opportunity to staircase the Air New Zealand Certificate in Airline Customer Service into Flight Attendant qualification and Bachelor of Aviation (Cabin Crew) with Massey University.</p>	<p>Maintain PD&T's growth and momentum subject to planning assumptions</p> <p>Improve Maori participation rates</p> <p>Improve Pacific Peoples participation rates</p> <p>Introduce the Air New Zealand Certificate in Airline Customer Service (which includes the National Certificate in Tourism and Travel – core skills and a First Aid Certificate)</p> <p>Champion the development (with ATTTTO) of new workplace based qualifications that recognise the professional skills required within the frontline resource</p>	<p>Chapter 3 Chapter 4 Chapter 5</p>

Strategic planning assumptions	Response(s) to your PTE's strategic planning assumptions	Strategic direction(s)	Reference to your PTE's charter
<p>The aviation industry operates on a global basis however New Zealand's geographic location and requires costly local facilities to be maintained. To maximise the return on these assets, overseas training contracts must be sought.</p>	<p>Introduction of the Air New Zealand Western-style Service Award for Flight Attendants with the introduction of more Asian students to the Auckland Campus.</p> <p>Signing of a contract with Air Mauritius that will bring African Engineering students to the Christchurch campus in 2007.</p>	<p>Maintain PD&T's growth and momentum subject to planning assumptions</p> <p>Growth and maintenance of International Student Numbers</p>	<p>Chapter 5 International Students</p>

Strategic planning assumptions	Response(s) to your PTE’s strategic planning assumptions	Strategic direction(s)	Reference to your PTE’s charter
<p>The New Zealand Tourism Industry continues to be a significant and strategically important sector of the New Zealand economy Tourism industry, and growth is predicted at 3.3% per annum for the next 5 years.</p> <p>The ATTTTO have recently released a report which predicts that the aviation industry have a requirement for almost 2000 new entrants per annum across all disciplines.</p> <p>Air travel has become more affordable to the average citizen hence more people are travelling and more flights are being scheduled to meet demand.</p>	<p>Air New Zealand is uniquely placed to offer aviation based education programmes utilising existing in house capability. This is a natural expansion of the current in-house training.</p> <p>Marketing programmes are directed to schools and through a variety of media.</p> <p>Development of qualification for Passenger Processing Staff and Flight Attendants.</p> <p>Marketing activity to promote careers in frontline roles in the industry across all disciplines</p>	<p>Introduce the Air New Zealand Certificate in Airline Customer Service (which includes the National Certificate in Tourism and travel – core skills)</p> <p>Ensure the success of the programmes</p> <p>Maintain PD&T’s growth and momentum subject to planning assumptions</p> <p>Improve Maori participation rates</p> <p>Improve Pacific Peoples participation rates</p> <p>Monitor PD&T’s teaching and learning environment</p>	<p>Chapter 3 Chapter 4</p>

Strategic planning assumptions	Response(s) to your PTE's strategic planning assumptions	Strategic direction(s)	Reference to your PTE's charter
<p>The swing away from manual trades to white collar professional work reduces the number of available students for engineering courses</p> <p>On-going industry shortages throughout the world of qualified aircraft maintenance engineers</p>	<p>Marketing to focus on the end product "aircraft engineer" rather than skills required.</p> <p>Screening through a pre-course assessment process to ensure the candidates meet a minimum level.</p> <p>Encouragement from immediate employment to the Bachelor of Aviation (Aircraft Maintenance) for those inclined towards a white collar career in the industry.</p> <p>Increase in basic handskill training during the training courses</p> <p>Marketing activity in key global regions.</p> <p>Continue to ensure programs are attractive to international students and aviation organisations</p>	<p>Monitor PD&T's teaching and learning environment</p> <p>Maintain PD&T's growth and momentum subject to planning assumptions</p> <p>Growth and maintenance of International Student Numbers</p>	<p>Chapter 3 Chapter 4</p> <p>Chapter 5 International Students</p>

Strategic planning assumptions	Response(s) to your PTE's strategic planning assumptions	Strategic direction(s)	Reference to your PTE's charter
<p>Introduction of Fee Maxima Policy by Ministry of Education</p>	<p>Review delivery approach</p> <p>Increase in size of classes from 16 to an economic unit.</p> <p>Increase in student lead learning</p>	<p>Maintain PD&T's growth and momentum subject to planning assumptions</p> <p>Ensure the success of the programmes</p> <p>Monitor PD&T's teaching and learning environment</p>	

2. Strategic direction, objectives, performance indicators, and targets

This section of the profile template demonstrates how your PTE will give effect to its charter and strategic direction. The short to medium-term objectives in your PTE's profile demonstrate how it will focus, or develop to achieve its mission and contribute to the TES, and the STEP. The quantity and depth of information you record in this section should reflect the size, complexity, and level of funding your PTE receives from the TEC.

Table: Strategic direction(s), contribution to the TES and STEP, and Objectives

Strategic direction(s)	Contribution to the TES	Contribution to the STEP	Objectives
<i>Maintain PD&T's growth and momentum subject to planning assumptions</i>	Strategy Three Strategy Four	STEP 1.1,1.2,1.4,2.1, 2.2 2.6 & 2.7	<i>To grow our student numbers to meet industry demand</i>
<i>Monitor PD&T's teaching and learning environment</i>	Strategy Three Strategy Four	STEP 1.1,1.2,1.4,2.1, 2.2 2.6 & 2.7	<i>To fulfill the needs of PD&T's students</i>
<i>Monitor the teaching and learning environment</i>	Strategy Three Strategy Four	STEP 1.1,1.2,1.4,2.1, 2.2 2.6 & 2.7	<i>To support the needs of PD&T's students</i>
<i>Ensure the success of the programmes</i>	Strategy Three Strategy Four	STEP 1.1,1.2,1.4,2.1, 2.2 2.6 & 2.7	<i>To achieve high student success rates</i>
<i>Growth and maintenance of International Student Numbers</i>	Strategy Three Strategy Four		<i>To maintain our current international student contracts.</i>
<i>Improve Maori participation rates</i>	Strategy Two	STEP 2.6, 3.2	<i>To grow the number of Maori students who enroll in the programmes</i>
<i>Improve Maori participation rates</i>	Strategy Two	STEP 2.6, 3.2	<i>Liaise with Manaaki Tauiira Trust(s) to enable funding of more Maori students in the programmes</i>
<i>Improve Maori participation rates</i>	Strategy Two	STEP 2.6, 3.2	<i>Liaise with ATTTO to grow the number of Maori students on the programmes</i>

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Strategic direction(s)	Contribution to the TES	Contribution to the STEP	Objectives
<i>Improve Pacific Peoples participation rates</i>	Strategy Five	STEP 2.7, 3.3	<i>To grow the number of Pacifica students who enroll in the programmes</i>
<i>Introduce the Air New Zealand Certificate in Airline Customer Service (which includes the National Certificate in Tourism and Travel – core skills, Level 3 and a First Aid Certificate)</i>	Strategy Three	STEP 1.4, 2.1, 2.6 & 2.7	<i>To develop the depth of relevant knowledge of frontline staff employed in the aviation industry; To enable frontline staff to gain formal qualifications that staircase into further workplace based qualifications that are currently under development.</i>
<i>Champion the development (with ATTTO) of new workplace based qualifications that recognise the professional skills required within the frontline resource</i>	Strategy Four	STEP 1.1, 1.4, 2.1, 2.6, 2.7	<i>To attract more people into the industry and to provide them with opportunities for on-going professional development within the workplace</i>

Table: Objectives, performance indicators, and targets

Objectives	Performance indicators	Actual achievement for 2004	Expected target 2005	Target 2006	Target 2007	Target 2008
<i>To grow our student numbers to meet industry demand</i>	<i>Increased student numbers</i>	160	187	332	364	364
<i>To fulfill the needs of PD&T's students</i>	<i>Percentage of students reporting satisfaction or better on a 5 point scale</i>	90%	80%	90%	90%	90%
<i>To support the needs of PD&T's students</i>	<i>Percentage of enrolled students completing the programmes</i>	86%	85%	85%	85%	85%
<i>To achieve high student success rates</i>	<i>Percentage of enrolled students awarded the qualification</i>	74%	70%	70%	75%	75%
<i>To maintain our current international student contracts.</i>	<i>Increased student numbers</i>	46	123	335	335	327
<i>To grow the number of Maori students who enroll in the programmes</i>	<i>Increased student numbers</i>	10	9	29	29	29
<i>Liaise with Manaaki Tauiira Trust(s) to enable funding of more Maori students in the programmes</i>	<i>Increased student numbers on scholarship</i>	1	0	2	3	4
<i>Liaise with ATTO to grow the number of Maori students on the programmes</i>	<i>Increased student numbers</i>	10	9	29	29	29
<i>To grow the number of Pacifica students who enroll in the programmes</i>	<i>Increased student numbers</i>	9	6	16	16	16

Objectives	Performance indicators	Actual achievement for 2004	Expected target 2005	Target 2006	Target 2007	Target 2008
<i>To develop the depth of relevant knowledge of frontline staff employed in the aviation industry; To enable frontline staff to gain formal qualifications that staircase into further workplace based qualifications that are currently under development</i>	<i>Course commences in 2006 Course numbers achieved</i>	N/A	N/A	200	200	200
<i>To attract more people into the industry and to provide them with opportunities for on-going professional development within the workplace</i>	<i>Courses to be developed in conjunction with ATTTO</i>	N/A	N/A	TBA	TBA	TBA

3. Collaboration and rationalisation

The TEC is seeking a tertiary education system that is more strategically connected, collaborative and rationalised.

Table: Collaborative initiatives

Briefly describe your PTE's existing and planned collaborative initiatives with others.	Briefly describe how your PTE's existing and planned collaborative initiatives meet the needs of stakeholders.	Briefly describe how your PTE's existing and planned collaborative initiatives give effect to its charter.	Briefly describe how your PTE's existing and planned collaborative initiatives contribute to the TES.
Massey University Bachelor of Aviation (Aircraft Maintenance) and (Cabin Crew)	This enables graduates of the National Certificate in Aeronautical Engineering (levels 3 & 4) and the Air New Zealand Certificate in Airline Customer Service to staircase through to Massey University Bachelor of Aviation.	To encourage students to make full use of the tertiary education system. Chapter 5, para 5.2)	Develop skills to enable New Zealanders to participate in the Knowledge Society. (STEP 1.4)

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Briefly describe your PTE's existing and planned collaborative initiatives with others.	Briefly describe how your PTE's existing and planned collaborative initiatives meet the needs of stakeholders.	Briefly describe how your PTE's existing and planned collaborative initiatives give effect to its charter.	Briefly describe how your PTE's existing and planned collaborative initiatives contribute to the TES.
Liaison with ATTTO	<p>To reduce barriers to entry for Maori, Pacific Islands and female participation</p> <p>To encourage more students into the aviation industry to meet to forecast shortages in all disciplines.</p> <p>Development of new qualifications that will enable graduates of the Air New Zealand Certificate in Airline Customer Service to staircase through to National Certificate in Aviation – Flight Attendant and Passenger Processing.</p>	<p>To encourage participation by those parts of the community to whom Aircraft Engineering is not a “natural” choice.</p> <p>To encourage students to participate in learning.</p> <p>To encourage students to take up transferable qualifications</p>	<p>Develop skills to enable New Zealanders to participate in the Knowledge Society. (STEP 1.4)</p> <p>To raise foundation skills so that people can participate in the Knowledge Society. (STEP 2.1 and 2.2)</p> <p>To raise foundation skills so that people can participate in the Knowledge Society. (STEP 2.1 and 2.2)</p>
Or, if there are no plans to increase contribution to the TES via developing collaborative initiatives, describe the reason(s) for this decision.			

Table: Rationalisation initiatives

Briefly describe your PTE’s existing and planned rationalisation initiatives with others.	Briefly describe how your PTE’s existing and planned rationalisation initiatives meet the needs of stakeholders.	Briefly describe how your PTE’s existing and planned rationalisation initiatives give effect to its charter.	Briefly describe how your PTE’s existing and planned rationalisation initiatives contribute to the TES.
Provision of “Tools and Equipment” Training for Electec College	To enable students of the Electec College to meet an entry point to Avionic Traineeships.	The alternative basis of entry to the aviation engineering industry supports the industry by providing appropriately targeted skills and knowledge of its entrants. Chapter 4, para 4.1	By providing students to the industry with skills that New Zealanders need for our Knowledge society. (STEP 1.4) To raise foundation skills so that people can participate in the Knowledge Society. (STEP 2.1 and 2.2)
Delivery of “Budget and Accounting” package by CPIT to the National Certificate in Aeronautical Engineering (Level 4) students	Cost effective delivery of a non core subject	Using current education providers for a programme that they are fully conversant in means that we are using resources already in place (Chapter 5, para 5.2)	Greater participation in the tertiary system to the benefit of the student (STEP 1.1) Provision of the skills required for the Knowledge Society (STEP 1.4) To raise foundation skills so that people can participate in the Knowledge Society. (STEP 2.1 and 2.2)

4. Subcontracting

Table: Subcontracting declaration

<p>No subcontracting of teaching and learning activities over the duration of the profile 2006-08</p> <p><i>I affirm that our PTE has not subcontracted another organisation to deliver teaching and learning activity on our behalf and will not deliver teaching and learning activity on behalf of another organisation, over the duration of the profile 2006-08.</i></p>	
<p>Principal subcontracting declaration</p> <p><i>We subcontract another organisation to deliver teaching and learning activity on our behalf using TEC funding. I affirm our PTE has:</i></p> <ul style="list-style-type: none"> • <i>processes in place to maintain quality learning outcomes;</i> • <i>financial processes in place that provide a transparent audit trail for each contractual arrangement;</i> • <i>records and administrative processes to enable a comprehensive audit of any of its subcontracting arrangements within 10 working days notice from the TEC;</i> • <i>subcontracting arrangements that comply with the current Tertiary Funding Guide; and</i> • <i>detailed all existing and intended Student Component (only) funded subcontracting arrangements in the Principal - subcontracting register (a separate Excel file available from the TEC website).</i> 	
<p>Contractor subcontracting declaration</p> <ul style="list-style-type: none"> • <i>Our PTE delivers teaching and learning activity on behalf of another organisation.</i> • <i>I affirm our PTE has detailed all of these existing and intended arrangements in the Contractor - subcontracting register (a separate Excel file available from the TEC website).</i> 	

5. Risk management

Detail how your PTE identifies any major operational or financial risks.	Detail how your PTE manages or minimises any operational or financial risks.
<ul style="list-style-type: none"> • <i>Operational risks are identified through:</i> <ul style="list-style-type: none"> • <i>Academic Committee</i> • <i>Quality Standards Committee</i> <ul style="list-style-type: none"> • <i>Internal Audit programme managed through here</i> • <i>Annual Management Review</i> • <i>Occupational Safety and Health Committees</i> • <i>Student Councils</i> • <i>Leadership Team</i> • <i>External audits from:</i> <ul style="list-style-type: none"> • <i>CAANZ</i> • <i>NZQA</i> • <i>ATTTO moderation</i> • <i>Annual instructor audits</i> • <i>Bi-annual instructor approvals</i> • <i>Computerised student management system</i> • <i>Massey University Air New Zealand Joint Venture Committee</i> • <i>Industry Advisory Group (Air New Zealand Certificate in Airline Customer Service)</i> • <i>Financial Risks are identified through:</i> <ul style="list-style-type: none"> • <i>Monthly reporting of financial and other factors</i> • <i>Full monthly review by Corporate Finance groups</i> • <i>Group and section finance audits by Deloitte</i> • <i>Group reporting to the public and stock exchange</i> 	<ul style="list-style-type: none"> • <i>All committees are required to have minutes taken and the minutes are widely circulated.</i> • <i>There are some items on the agenda that are standard items and are addressed every time that committee meets – to ensure the item is raised.</i> • <i>All items are required to have a person allocated to them as responsible and a target date of completion to the item.</i> • <i>These items are cleared by either a change in behaviour to meet the required procedures or the procedures are redrafted to ensure they reflect actual procedures.</i> • <i>PD&T are required to behave as a good corporate citizen and eliminate, isolate or minimize any hazards that are identified.</i> • <i>Insurance coverage is maintained through the Corporate Insurance Office in accordance with the Corporate policies.</i> • <i>Full business cases are required for all capital purchases to ensure corporate acceptance and approval.</i> • <i>Exception reporting required for major discrepancies.</i>

6. Policies and processes

Policies and Processes:	Describe where your stakeholders can obtain copies of these policies and processes. (Type N/A below if it is not applicable to your PTE)
Articulation arrangements with other providers	<i>Air New Zealand PD&T Christchurch office</i>
Credit transfer policies	<i>Air New Zealand Training Services Manual, Volume 2 NZQA Training Part 3.1</i>
Recognition of prior learning policies	<i>Air New Zealand Training Services Manual, Exposition 6.2.9</i>
Learner grievances procedures	http://korunet/PDandT – <i>Manuals, Exposition 6.2.5</i>
Policies on stakeholder relations	<i>Air New Zealand PD&T Christchurch Office</i>
Equal Employment Opportunities	http://korunet/hr/policy/recruit - <i>Equal Employment Opportunities</i>
Equal Education Opportunities	<i>Air New Zealand PD&T Student Handbook</i>

7. International education

If your PTE has no international learners, type 'No' in the space provided here, and go to the next section.

Table: Involvement in international education

Outline the reasons for your PTE's involvement in international education.

There is a shortage of qualified personal in the aircraft industry throughout the world. There are also limited numbers of training organisations outside of the United States of America who undertake "ab-initio" training in the industry. The ability of students from outside the USA to attend those schools is now very limited. In addition, the syllabus for the USA schools is based around the FAA requirements which is at a different level than those requiring CAANZ and or EASA licenses.

New Zealand has a high reputation for its standard of training. Air New Zealand in particular, has a high international standard for its cabin crew and ground crew training and performance. Air New Zealand has been approached to provide training to graduates of basic Flight Attendant training courses from Colleges of Further Education in China ,to a Western Standard to enable these students to gain an advantage to obtaining positions in Chinese airlines. This programme starts in August 2005. The outcome of this course will be the Air New Zealand Western-style Service Award for Flight Attendants.

Table: International education – pastoral care

Outline your PTE’s processes for ensuring the pastoral care of international learners is in accordance with the Code of Practice for the Pastoral Care of International Students in New Zealand.

The following monitoring is in place for our students (including International Students):

- A student support officer is in place in our Christchurch Campus. Issues occurring in his absence are taken care of by the Lead Instructors on site.
- The student support officer travels to Auckland regularly to ensure coverage at the Auckland Campus. Issues occurring in his absence are taken care of by the Lead Instructors on site. This will be reviewed with the effect of additional students arriving at the Auckland Campus.
- The International programme requires periods of “Evaluation” where we periodically assess the student’s progress.
- The bi-monthly Quality Review Committee monitors student results and initiates follow up actions as required.
- An interpreter will be in place for the duration of the Air New Zealand Western-style Service Award for Flight Attendants courses

Our Process/Service Procedure 4.2.1-1 identifies the processes we are required to undertake for International Students under 18 years. These are in accordance with the Code of Practice for the Pastoral Care of International Students.

Most of our International Students are over 18 years and these students are covered under all our policies.

Table: International education – increasing internationalisation

Outline your PTE’s plans (if any) for increasing internationalisation of processes and practices.

We are required to adopt the processes and practices of the European Aviation Safety Authority (EASA). There is no time frame set at this stage, however, this will be formalised over the period of our current Charter.

Table: International education – quality of education

Outline your PTE's guidelines to ensure that the quality of education delivered to domestic learners is at least maintained, but ideally enhanced, by the presence of its international learners.

The programme that is offered to International Students is the same as the programme offered to Domestic students, in this way the domestic students programme is maintained.

The addition of International students to the classroom environment allows for the integration of International students to the New Zealand culture.

The addition of International students to the classroom environment allows for the broadening of the minds and experiences of the Domestic students.

Table: International education – outcomes

Outline how your PTE monitors the educational outcomes achieved by its international learners.

Written and practical assessments are part of every module. These assessments occur at least every fortnight (usually weekly).

Evaluation periods are conducted for International students.

Table: Current and projected future numbers of international learners

Qualification / Programme of study (add more rows if required)	2005			2006			2007			2008		
	Expected forecast (\$000)	Expected number of learners forecast	% of total learners in programme	Expected forecast (\$000)	Expected number of learners forecast	% of total learners in programme	Expected forecast (\$000)	Expected number of learners forecast	% of total learners in programme	Expected forecast (\$000)	Expected number of learners forecast	% of total learners in programme
<i>Basic License Year 1</i>	390	12	100	390	12	100	NIL	NIL	NIL	390	12	100
<i>Basic License Year 2</i>	390	12	100	390	24	100	390	12	100	390	12	100
<i>Basic License Year 3</i>	NIL	NIL	NIL	390	12	100	390	24	100	390	12	100
<i>Basic License Year 4</i>	431	20	100	NIL	NIL	NIL	312	12	100	312	12	100
<i>National Certificate in Aeronautical Engineering (Related Technology)</i>	187	13	11	150	10	11	195	13	11	195	13	11
<i>National Certificate in Aeronautical Engineering</i>	118	8	40	90	6	20	90	6	20	90	6	20
<i>Air New Zealand Certificate in Airline Customer Service</i>	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL	NIL
<i>Air New Zealand Western-style Service Award for Flight Attendants</i>	358	80	100	895	200	100	895	200	100	895	200	100

The number of students and revenue are confidential information and may not be released to organisations except for the TEC or MOE.

8. Other activity of the organisation

The TEC is interested in the business activities of your PTE, and its controlled entities, that are not funded by the TEC.

If your PTE has no other business activities outside of those funded by the TEC, type 'No' in the space provided and go to section 9.

List the other major activities of your PTE that are not funded by the TEC.

- Under CAANZ rules and regulations all organisations holding a maintenance certificate (a part 145 organisation) are required to maintain a well trained workforce. Air New Zealand Engineering Services (the Part 145 holder) contract Air New Zealand People Development and Training (a Part 141 holder) to do this on their behalf. To this end PD&T manage and deliver training on behalf of the Part 145 organisation. This includes off job training for trainees who are contracted through the ATTTO.
- In addition to Air New Zealand Engineering Services we deliver rating, authorisation, ab-initio or recurrent training for a number of other National and International organisations The Part 141 organisation also has the same relationship with the Part 121 organisations which is the Airline Operator and so manages and delivers the introduction, transition, upgrade, recurrent and re-qualification training for all flight crew, cabin crew, passenger processing staff and ramp staff as required by the CAANZ rules and regulations and company authorisations. This will include off job training for trainees who are contracted through the ATTTO.
- In addition to Air New Zealand Airline Services we deliver introduction, transition, or recurrent training for a number of other National and International operators.
- Delivery of the Air New Zealand Western-style Service Award for Flight Attendants is delivered to Chinese nationals in New Zealand at our Auckland Campus.

9. Existing TEC funded activity and funding sought

Table: Funding application forms submitted with your PTE's profile

TEC area office	Lead area ✓	Youth Training	Training Opportunities	Rangatahi Maia	Tupulaga Le Lumana'i	Additional Student Component
Northland						
Auckland North West						
Auckland Central						
Auckland South	✓	N/a	N/a	N/a	N/a	✓
Auckland East						
Waikato						
Bay of Plenty						
Eastern Coast						
Taranaki / Wanganui						
Manawatu / Wairarapa						
Wellington						
Nelson / Marlborough / West Coast						
Canterbury						
Southern						

Student Component funding

If your PTE has no existing student component funded qualifications, type 'No' in the space provided and go to section 10.

Table: Student Component funded learner support and resources offered in 2006.

Briefly describe any plans to offer support or resources to learners in 2006 that were not described in your last year's profile. If your PTE has no plans to offer additional support or resources to those described in last year's profile, type N/A below.
N/A

10. Consultation

Briefly list your PTE's stakeholders.	Briefly describe how your PTE collects feedback from stakeholders.	Describe how your PTE takes into account feedback from its stakeholders.
<p><i>Academic Committee</i> <i>Air New Zealand & Massey University Joint Committee</i> <i>Union representatives</i> <i>Staff groups</i> <i>Air New Zealand management</i> <i>Student Council</i> <i>Industry Advisory Group</i></p> <p><i>ATTTO</i> <i>Aviation Industry Association</i></p>	<p><i>These groups are all ongoing committees or groups that meet on regular occasions. The Profiles 2006-2008 is based on their on-going input, in relation to programmes to be run and number of students who can be enrolled.</i></p> <p><i>These two groups have input to us through our representations on their various committees and boards. This enables us to have feedback on the number of students that could be enrolled working back from the number of trainee positions that are likely to be available to completing students.</i></p>	<p><i>Specific feedback has been received and incorporated as appropriate</i></p>

11. Profile areas for development

Your PTE's charter and / or profile assessment report from the TEC (which should have been received in November 2004) may have identified areas for development for your PTE to address in its next profile. This section of the profile template ensures you have addressed these areas for development.

If your PTE has no areas for development, type 'No' in the space provided.

List your PTE's areas for development described in its charter and/or profile assessment report.	Detail how your PTE addressed these areas, and how and where this has been reflected in your PTE's current profile.
<i>Maori participation and outcomes</i>	See part 2, Strategic direction, objectives and performance indicators. See part 4, Collaboration and rationalisation within the system
<i>Pacific people's participation and outcomes</i>	See part 2, Strategic direction, objectives and performance indicators.
<i>Strategic planning assumptions</i>	See part 1 – Environmental Scan
<i>Summary of activities and funding</i>	See Student Component funding application

Sending your Profile to the TEC

The TEC must receive your profile by **30 June 2005**. Profiles should be sent, ideally electronically, to your PTE's TEC area office.

Area	Email address
Northland	northland@tec.govt.nz
Waikato	waikato@tec.govt.nz
Bay of Plenty	bayofplenty@tec.govt.nz
Eastern Coast	easterncoast@tec.govt.nz
Auckland offices	auckland@tec.govt.nz
Taranaki / Wanganui	taranakiwanganui@tec.govt.nz
Manawatu / Wairarapa	manawatuwairarapa@tec.govt.nz
Wellington	wellington@tec.govt.nz
Nelson Marlborough West Coast	nelsonarea@tec.govt.nz
Canterbury	canterbury@tec.govt.nz
Southern	southern@tec.govt.nz

Treatment of confidential material

Any material that you consider confidential should be marked 'Commercial and in Confidence' and the TEC will ensure that this material is treated on that basis.

Making your PTE's profile publicly available

Once approved the Profile will be available from Air New Zealand at our Campus addresses. A charge for copying may apply. It will also be downloadable from www.plane-training.com.