

The International College of Camille

Charter

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1). Mission, Values and Goals

The core Mission of the International College of Camille is as follows:

- **To provide training in Beauty Services to the highest international standard and meet the needs of the trainees, the Beauty Industry and the wider community.**
- **To provide opportunities for students to gain knowledge and experience that will ready them for positions in the National and International Beauty Practice.**
- **To anticipate and meet changes in industry requirements.**
- **To enable post-graduate students to gain further extensions of skills and knowledge to their basic qualifications**

The International College of Camille (ICC) focuses on delivering the following main course from it's two training centres (Albany and Newmarket) to students in the Auckland region.

- National Certificate in Beauty Therapies to Level 5

In addition to this NZ nationally recognized courses, The International College of Camille provides it's students with the opportunity to gain international recognition through the Swiss CIDESCO and UK based ITEC Exams.

In offering these international qualifications, The International College of Camille actively fosters a National and International focus for the employment of it's graduates.

The values that the International College of Camille upholds for the benefit of all stakeholders are:

- Excellence in Education and Training
- Honesty and Integrity
- Creative Learning
- Professionalism

1) Mission, Values and Goals – cont.

Goals and Performance Indicators

Goals and Objectives	Performance Indicators
To provide continuing education and professional development for the Beauty Industry	<ul style="list-style-type: none"> ▪ Demand for and provision of post graduate courses
To provide graduates with ongoing employment opportunities	<ul style="list-style-type: none"> ▪ Graduate placements ▪ Feedback from industry ▪ Maintaining a proactive presence within industry and the community
To maintain high quality in all programs	<ul style="list-style-type: none"> ▪ Management and approval of all programs reviewed by the delivery team ▪ Regular evaluations are carried out during the year ▪ Student evaluations show a high level of satisfaction with the programs
To remain responsive to the needs of industry	<ul style="list-style-type: none"> ▪ Operation of an active advisory group ▪ Feedback from students and employers
To maintain a high student retention rate	<ul style="list-style-type: none"> ▪ Student withdrawals are below 15%
To ensure currency of teaching staff with respect to their industry	<ul style="list-style-type: none"> ▪ Tutors attend industry related conferences, Expo's and competitions ▪ Tutors complete 80 hours work experience per year ▪ Tutors attend in house demonstration workshops
To grow and develop relevant new programs	<ul style="list-style-type: none"> ▪ Consultancy of industry needs in relation to required skills ▪ Development of new courses relevant to industry needs
To maintain high professional standards of teaching and learning as expected by the industry	<ul style="list-style-type: none"> ▪ Tutors and students demonstrate high standards of professionalism

1) Mision, Values and Goals – Cont.

The key stakeholders of the International College of Camille include as follows:

- The Beauty Industry and employers of Beauty Specialists and Therapists
- The Beauty Therapies Standards Body
- Students of Beauty Therapies
- Customers of Beauty Therapies
- The Ministry of Education
- College of Camille Shareholders
- College of Camille Employees
- College of Camille Advisory Board

2) Special Charter

The International College of Camille has an active post graduate program. The post graduate program is not only aimed at the ICC graduate but graduates and experienced Beauty practitioners from industry who want to extend their skills and knowledge. In this way the ICC are offering continuing professional development for the industry in general.

Graduate programs include as follows:

- Red Vein
- Hot Stone Massage
- Micro Dermabrasion and Exfoliation Techniques
- IPL
- Correcting Pigmentation
- Brazilian Waxing

The International College of Camille prides itself as having extremely high standards of teaching, as shown by the high levels of success of it's graduates in the Internationally rated CIDESCO and ITEC examinations.

In operating as a recruitment agent for Steiner, the International College of Camille assists graduates with placements in Steiner operated international resorts and cruise liners.

The International College of Camille takes a national approach with it's advertising and job placement policy. The college routinely receives requests for the placement of graduates from all over New Zealand, including high volume tourist areas such as Queenstown.

The International College of Camille offers unique training venues with fully furnished salon facilities in Newmarket and Albany. Students trained by ICC represent a wide range of ethnic groups. In this manner ICC is contributing to the multicultural and multiracial face of NZ to overseas tourists.

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

Provision of Beauty Services to the public has a long tradition in New Zealand society.

The Beauty Industry for women in particular, provides a key and fundamental social element of our modern life.

The International College of Camille has positioned itself as a provider in this core social industry as it endeavours to uphold the traditions of our culture. The International College of Camille is contributing to the multicultural presence of Beauty Practitioners in New Zealand.

Post graduate students of the ICC may come from a variety of Beauty Practice enterprises and can learn a range of complimentary skills which serves to broaden their ability to provide a wider range of services.

Specific goals relating to New Zealand's Identity and Economic, Social and Cultural Development are as follows:

Goals & Objectives	Performance Indicators
To provide continuing education and professional development for the Beauty Industry	<ul style="list-style-type: none"> ▪ Demand for and provision of post graduate courses
To provide graduates with ongoing employment opportunities	<ul style="list-style-type: none"> ▪ Graduate placements ▪ Feedback from industry ▪ Maintaining a proactive presence within the community
To uphold the cultural values of students	<ul style="list-style-type: none"> ▪ Student's feedback

4) Contribution to the Tertiary Education System as a Whole

The ICC plays a leading role in the continuing development of Beauty Practitioner training in New Zealand.

In addition to high levels of graduate training, the ICC has an active post graduate program. This post graduate program is aimed not only at the ICC graduate But also experiences Beauty Practitioners from industry who want to extend their skills and knowledge. In this way the ICC are offering continuing professional development for the industry in general.

Through it's work with the Beauty Therapy Council and it's own wider advisory board, the ICC is actively forming a co-operative network of providers and consumers to advance the health, strength and diversity of the Beauty services industry. The ICC will continue to offer valuable and supportive advice to assist the progress of standards and methods of training.

The ICC has also forges links with other Tertiary institutions around Auckland providing specialist training services in co-operation with them and to supplement the courses that may be offered.

The ICC prides itself as having extremely high standards of teaching, as shown by the high level of success of its graduates in the internationally rated CIDESCO and ITEC exams. In this regard the ICC is able to show that its level of teaching and the calibre of it's graduates is benchmarked favourably against the accepted world standard for this subject.

It is a key outcome that the student pass rate for these international exams is above 90%.

5) Collaboration and Co-operation with other Tertiary Providers

The ICC regularly co-operates with many other PTE's to develop and improve the effectiveness of training for the whole Beauty Services industry.

The ICC works with other training providers from around the Northern Region in co-operative activities that include sharing information on best practice in school administration, training delivery and meeting learners needs.

The ICC has also forged links with other Tertiary Institutions in Auckland, providing it's specialist training services in co-operation with them and to supplement the courses that they may offer, by providing the necessary expertise.

6) Fulfilment of Treaty of Waitangi Obligations

The ICC positively seeks to provide education and training to Maori students to assist their participation in the Beauty Practice industry.

Student placement rates for Maori learners are targeted at approximately 15% of the total student intake.

The ICC has a proud and successful record of providing Maori graduates for this industry.

The ICC appreciates the importance of providing a vehicle for local Maori to take their place in the provision of essential beauty services.

The ICC has not developed formal links with local Maori groups, however local Iwi are aware of our intention and practice of providing training to Maori students.

7) Meeting the Needs of Pacific People's

The ICC provides a vehicle for local people of Pacific origin to take up training and become successful Beauty Practitioners.

ICC provides education and training to Pacific people to assist their participation in the Beauty Practice industry.

Student placement rates for students of Pacific origin are targeted at approximately 15% of the total student intake.

The inclusive learning environment developed at the ICC is particularly well suited to students from the Pacific region.

8) Meeting the Needs of Learners

Our primary mission is to train our students to become proficient Beauty Practitioners who can provide service and advice of the highest standard.

We tailor programs to suit the needs of students with prior experience or training. Students that have already attained some of the unit standards, will receive recognition of prior learning once evidence is received.

A key part of providing effective beauty service communication and the development of communication skills is an integral part of the practical training courses. Communication skills are developed through classroom interaction and students are encouraged to participate in classroom discussion and give feedback in the classroom.

Beauty Practice is a personalised service, and an integral part of our training is to provide an environment that will enhance the development of the all-round person. This includes development of the skills to establish a rapport and human contact with the client.

ICC actively provides encouragement and assistance to help the students obtain competency. The students are guided through group work and on a one to one basis as needed. Individual tutoring and personal attention is available to each student to enable them to achieve the required level of understanding and success.

Students with disabilities are welcomed, and while attainment of the standard competencies is required, individual help is given to overcome barriers to learning.

The school allows students to experience work in an environment that matches a fully equipped commercial salon.

The school has a reference library containing subject related books, periodicals and DVD's to allow students a constant source of learning.

Our campuses are in two locations, Newmarket in the City and Albany on the North Shore of Auckland. Both campuses are central to transport links.

Training delivery is primarily in the classrooms and practical rooms at the college.

The entire training course is provided under the supervision of the ICC staff.

8) Meeting the Needs of Learners – cont.

Students have the opportunity to gain practical experience at the various selected Salons around Auckland where they will be under the care and supervision of experienced commercial salon operators. The off-site components include work-based training at approved sites around Auckland. Contracts are arranged with off-site providers to ensure that this required experience component is managed and supervised.

9) Development and Support of Staff

All new staff at the college under go the same selection and induction process to ensure they have the best opportunity to form close links with the policies and operational requirements of the college, and also to provide the required excellent service to the students.

The ICC ensures that the training staff offers top quality training skills. All staff appointed to the training role will have the qualifications and experience that meet the relevant AMAP requirements.

Tutors have suitable industry, technical and commercial skills, are capable as trainers and assessors for the units concerned and are resourceful in order to respond well to students in the classroom. Tutors also have a commitment to the treaty of Waitangi in delivery of training.

Tutors are selected for their performance standard as well as their ability to communicate in a training environment. Tutors will have attained the relevant National Certificate or equivalent, and have a minimum of eight years recent and concurrent practical experience in a working environment.

All staff delivering training shall continue working in a salon environment for a minimum of 80 hours per year.

All staff are required to involve themselves in ongoing training and development. The school provides staff development workshops and other relevant opportunities for study.

Training staff are required to be credited with Units 4098 and 11552.

Within these general industry guidelines, the ICC has an equal opportunity employment policy, and anybody may be employed to the post of tutor provided they meet these commonly agreed standards.

Other training is organised as required to meet needs identified during the induction process or during appraisals and to extend the tutor's expertise.

10) Governance, Management Structure and Principles

Through their professional approach to the leadership and management of the ICC the Managing Director together with the College Director and the Advisory Group provide the necessary vision and responsiveness to the wider group of stakeholders as follows:

Responsibilities of the Advisory Group

- Advising the College on the needs of the community and industry
- Advising the College on industry trends
- Advising the College on Government requirements relating to industry training
- Providing input to the program development process
- Verification that outcomes and delivery methods are matched to industry and community needs
- Information on appropriate resources and assessment procedures
- Evaluating programs and recommend revisions
- Assisting staff to maintain contacts with industry

Responsibilities of the Management and Delivery Team

- Together with the Managing Director, this group have the primary responsibility of carrying out an annual review and strategic plan to set the future direction of the College. From this they will identify any changes in the needs of the stakeholders and the key customer groups.
- Maintaining the currency of program content to meet the needs of the stakeholders and identified groups.
- Reviewing and revising programs including selection of Unit Standards.
- Approving teaching programs.
- Approving off-site training sites.
- Overseeing international evaluation of programs, program materials and teaching.
- Overseeing internal moderation of assessment.
- Developing student entry criteria, support and guidance details.
- Overseeing student recruitment and induction.
- Overseeing compliance with OSH requirements.
- Ensuring the security and proper use of premises, equipment and resources.
- Overseeing key aspects of tutorial functions such as lesson planning, assessment, recording and reporting, student support and guidance.
- Overseeing resource development and management.

10) Governance, Management Structures and Principles – cont.

Annual Review Process

Prior to the beginning of the new College year, the policies and strategies regarding course development, facilities, resources, staff and college administration are discussed by the Management and Delivery Team.

The specific subjects coming under Annual Review include but are not limited to:

- Course curriculum, policies of examining bodies
- Requirements of funding bodies, assessment processes
- Student selection, conducive learning environment
- Appropriate tutor skills, student's preparation for the workforce
- Results of internal audits and any subsequent corrective action

The overall purpose of the Annual Review is to ensure the mission and goals of the ICC are being met and to recognise areas for growth and development.

The review ensures that the requirements for continued accreditation with NZQA and those of the Beauty Therapy Industry are also met.

Responsibilities of the College Director

The College Director is accountable to the Managing Director for all processes and procedures carried out at the ICC. They hold responsibility for the positive outcomes and organisational aspects of education and training at the College. Works with the staff to evaluate organisational effectiveness and identify goals and objectives.

- Interview prospective students applying for places in college courses
- Conduct entrance tests for students as required
- Interview prospective members of staff
- Assess prospective staff members' competence and suitability
- Co-ordinate peer reviews of all staff
- Organise course timetables for each term
- Organise timetables for formative assessment
- Determine stock and equipment requirements for the College and ensure these are met
- Co-ordinate monitoring of student achievement and progress interviews
- Ensure staff keep professional skills and knowledge up to date
- Ensure the physical security of the college premises and equipment
- Authorise college documentation, including manuals and forms

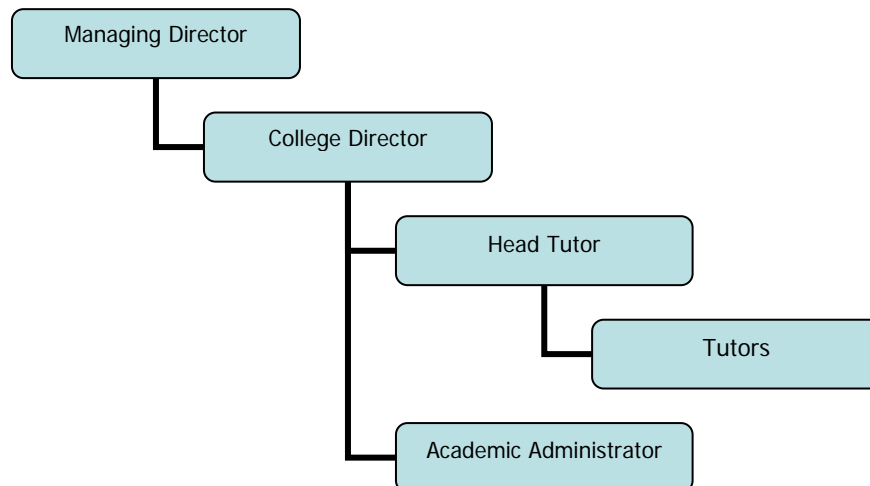
10) Governance, Management Structures and Principles – cont.

Responsibilities of the Academic Administrator

Formulates all accounts for the students and assist in the process of loan applications and reports directly to the College Director.

- Ensure prospective students receive up to date information on the ICC through latest prospectus and phone contact.
- Assist students with WINZ applications for loans and allowances.
- Ensure that all students sign and receive a copy of the ICC contract.
- Provide advice, assistance and information to students on fees and student finances.
- Assist the director in matters relating to National Qualifications Authority and external assessment bodies.
- Run SDR system for Ministry of Education.
- Maintain all information relevant to the Ministry and NZQA, including all documentation.
- Ensure student file are kept up to date and stored securely.

Organisational Relationships



This Charter is a fair and representative document that reflects our College principles, it's aims and aspirations and describes, "Who we are" accurately.

Signed: _____ Date: _____

Managing Director of The International College of Camille

11) Consultation

Stakeholders involved in helping set this charter include as follows:

The International College of Camille Advisory Board

Industry Partners

The Beauty Industry and employers of Beauty Practitioners

Student of Beauty Practice

The first step in the consultation process was to raise awareness of all stakeholders of the opportunity to consult on the draft Charter.

This was done by publishing a list of identified stakeholders in the NZ Herald.

The published add informed stakeholders of what a Charter is, and why consultation with stakeholders is beneficial, including the stakeholders' opportunity to have their views reflected in the Charter, what stakeholders can expect from being consulted and the process the College will use.

Stakeholders were then provided with a draft of the Charter and contacted directly for feedback.

A review of all feedback was given due consideration and the Charter was confirmed as accurate and relevant.

All stakeholders were then informed of the results of the consultation process and the Charter issued as version 1.