



## Guiding and Supporting Learners in Western Bay of Plenty Private Training Establishments

### *Principles for Good Practice*

*A report for Ako Aotearoa, the New Zealand National Centre for Tertiary Teaching Excellence, prepared on behalf of the Western Bay of Plenty Tertiary Providers Forum by*

Heather Hamerton, Bay of Plenty Polytechnic

*February 2012*

# Table of Contents

Guiding and Supporting Learners in Western Bay of Plenty Private Training Establishments.....	1
Principles of Good Practice.....	1
Table of Contents.....	2
Acknowledgements.....	3
PTE staff.....	3
Introduction.....	6
Tertiary Education in Aotearoa New Zealand.....	6
Learner Support Services.....	7
Methodology.....	10
The Private Training Establishments.....	10
Research Methods.....	10
Data Analysis.....	11
Student Focus Groups.....	12
Tutors have good relationships with students.....	13
Relationships among students are fostered.....	13
Provision of extra academic assistance.....	14
Academic advice and career planning.....	14
Resources are available.....	14
Flexibility and diversity.....	15
Pastoral care.....	15
Skills for life.....	15
Discussion.....	16
EmployNZ “Steps To Success” programme.....	18
Salvation Army Employment Plus Tauranga.....	22
Pacific Coast Technical Institute.....	25
YMCA Tauranga.....	30
Job Finders.....	34
New Zealand School of Radio.....	40
Bay Flight Aviation Ltd.....	44
Avonmore Tertiary Institute.....	46
Concordia Institute of Business.....	52
Tauranga Hair Design Academy Ltd.....	56
Dive HQ Tauranga.....	63
Cornerstone Training and Management Services Ltd.....	67
Fruition Horticulture.....	69
Supervisory training in horticulture.....	69
Faith Bible College.....	73
South Pacific Bible College.....	76
Bethlehem Tertiary Institute.....	80
Discussion.....	85
References.....	92

## **Acknowledgements**

Many people have contributed to this project in a variety of ways. Grateful thanks are particularly extended to the following people, without whom this project could not have been successfully completed:

- Ako Aotearoa Centre for Tertiary Teaching Excellence Northern Hub who provided funding for this project, and in particular Ruth Peterson (Regional Manager of the Ako Aotearoa Northern Hub) and Quentin Williams (Senior Hub Development Officer).
- The Western Bay of Plenty Tertiary Providers Forum who backed this project, whose members actively participated in all aspects of the project and enthusiastically responded to feedback and calls for further information and assistance with editing.
- Brian Findsen (University of Waikato), Amy Edwards (formerly of Bethlehem Tertiary Institute) and Stephen Strawbridge (Adventure Education) for being a part of the team who developed the initial proposal for this research project.
- Liz Proctor the Research Assistant for this project, who completed many hours of work facilitating and compiling information from the student focus groups, and also co-facilitated the writing hui.
- Cath Fraser who brought her previous experience to the project, assisted with designing a template for the case studies and co-facilitated the writing hui.

## **PTE staff**

Thanks also to all the PTE staff who contributed to this project

- Kevin Turanga and Robyn Phillips, EmployNZ, Tauranga
- Rhondda Deuchar and Debbie Hohaia, Salvation Army Employment Plus, Tauranga
- Stewart Keeys, Job Finders, Tauranga
- Fiona Morris, Pacific Coast Technical Institute, Mount Maunganui
- Judy Kane, YMCA Tauranga
- Hamish Denton, NZ School of Radio, Tauranga
- Nicki Clithero, Dive HQ, Tauranga
- Alastair Melvin and Jane Townhill, Avonmore Tertiary Institute, Tauranga
- Donna Waterson, Hair To Train, Tauranga
- Laurence Barnett, Bay Flight Aviation, Mount Maunganui
- Dweepesh Khirsariya and Poonam Khirsariya, Concordia Institute of Business, Tauranga
- Sandy Scarrow and Wendy Bradley, Fruition Horticulture, Tauranga
- Graham Smith, Cornerstone Training and Management Systems, Tauranga
- Roger Craig and Mary Nelson, South Pacific Bible College, Tauranga
- Rhena Kulasingham & Maralyn MacLeod, Faith Bible College, Tauranga
- Penny Merton and Stephen Bright, Bethlehem Tertiary Institute, Tauranga

## Executive Summary

This report describes a collaborative project between a researcher from Bay of Plenty Polytechnic and staff from 16 Private Training Establishments (PTEs) in the Western Bay of Plenty. Previous research in Aotearoa New Zealand has evaluated student support services in larger tertiary education organisations (TEOs), including universities and institutes of technology and polytechnics (ITPs). From these studies, it is clear that learner support covers a very broad range of activities that includes support at entry (e.g. induction, orientation and sound academic advice that assists students in choosing their programme of study), academic support for learners during their study (e.g. peer mentoring, foundation skills programmes, study skills), and pastoral care (e.g. counselling services, support from tutors). A supportive learning environment that welcomes diverse learners and caters for their needs in a flexible manner is important as are positive relationships, both between staff and students and amongst students.

TEOs in Aotearoa New Zealand all offer support to their students in order to ensure that students are retained in their programmes and are successful with their studies. Student support services are offered in a variety of ways, depending on the size of the TEO, the needs of students and the resources available. In larger tertiary organisations, such as universities and ITPs, specialist units and programmes are usually in place to offer students support and guidance with their learning. However, smaller organisations such as PTEs often do not have resources for providing specialised support units for their students. Nevertheless, they need to find ways to guide and support their students, just as larger organisations do.

We found no New Zealand literature that focused specifically on how staff in PTEs provide their learners with the support they need to be successful in their studies. Therefore we believed that research that documents successful practice in PTEs can provide very useful information that could be shared amongst this sector. The aims of this study were to gather information from PTEs in the Western Bay of Plenty about successful strategies for supporting and guiding students, and the effectiveness of student supports from a student perspective, in order to share good practice examples both amongst this group and also nationally.

The project was supported and guided by the Western Bay of Plenty Tertiary Providers Forum who chose the research topic, gave feedback on the project at various points, and participated by providing researchers with access to their students and by writing case studies of their organisations.

Sixteen PTEs in the Western Bay of Plenty participated in the project. Most offer programmes to mainly domestic students. Several have both domestic and international students; only one PTE has only international students enrolled.

In this report, the case studies have been organised into several groupings, according to the kinds and levels of programmes that the PTEs offer and the learners targeted, as follows:

- PTEs offering employment skills programmes targeting particularly (but not exclusively) youth with no or minimal qualifications, with the goal of improving their employment skills, providing the opportunity for learners to obtain NCEA credits, or preparing them for further study;
- PTEs offering training for a particular industry;
- PTEs offering further training for people already employed in industry;
- Bible colleges which offer training both for people who wish to undertake ministry and also for learners who have a personal interest in bible study; and
- PTEs offering degree-level programmes.

Student feedback was gathered through focus group discussions with students/learners in each organisation. A total of 209 students participated in twenty-one focus groups. Approximately equal numbers of male and female students participated. In the focus groups, students were asked about a broad range of guidance and support, including orientation, help with choosing appropriate courses, learning support, counselling/pastoral care. They were also asked about the usefulness of the support offered, and to identify any gaps in the provision of support services. Summaries of

the focus group discussions were written and returned to each organisation for use in their case study. Further analysis of the focus group discussions was then carried out to identify the main kinds of support that students reported they found valuable.

PTE staff attended a one-day writing hui, during which they compiled a case study for their organisation, incorporating student feedback and highlighting good practice. Writing and editing assistance was available at the hui. The case study template requested a brief overview of the organisation, full information about the range of support services offered to learners, some of the evidence that each collects and information about how feedback is used to improve performance. Staff from some who were unable to attend the writing hui wrote up their case studies separately and were given the same assistance with writing, editing and formatting their case study as were hui participants.

In this report, the case studies have been organised into several groupings, according to the kinds and levels of programmes they offer and the learners targeted, as follows:

- PTEs offering Employment Skills programmes targeting particularly (but not exclusively) youth with no or minimal qualifications, with the goal of improving their employment skills, providing the opportunity for learners to obtain NCEA credits, or preparing them for further study;
- PTEs offering training for a particular industry;
- PTEs offering further training for people already employed in industry;
- Bible Colleges which offer training both for people who wish to undertake ministry and also for learners who have a personal interest in bible study; and
- PTEs offering degree-level programmes.

The case studies highlight the many different ways in which these 16 PTEs support and guide students throughout their study. Several examples of good practice were identified, such as the use of Individual Learner Plans to guide and motivate students in their study, the fostering of family-like environments with small class sizes so that students developed positive relationships with their tutors, a flexible approach to learning that allowed students access to both applied and practical learning, incorporation of values and a holistic approach to ensure students' needs are met on all levels.

From the common themes identified in both case studies and focus groups, six principles for practices have been derived. These principles will have greatest relevance for staff working in PTEs, although many have also been identified in the research literature as important across a range of TEOs.

### ***Principles for Practice***

1. Supporting and developing relationships, both between tutors and students, and amongst students is important for student success;
2. A range of academic supports is needed in PTEs that includes orientation, academic and career planning, resources and supplemental instruction;
3. It is important for PTEs to be "adaptive" organisations, with small class sizes and learner-centred programmes that cater well for diverse students;
4. Student success in PTEs relies on provision of applied and practical programmes linked to industry needs;
5. Successful support for students rests on PTEs collecting and utilising feedback about their services from a range of stakeholders, including students themselves; and
6. Values-based programmes that provide a personal and caring environment or have a family-like atmosphere are highly valued by students and contribute to successful outcomes.

## Introduction

In 2009 the New Zealand tertiary education sector moved to an evaluative model of quality assurance in which each organisation undertakes ongoing self-assessment to determine what outcomes learners are achieving, the value of these outcomes for key stakeholders (including learners) and the effectiveness of processes contributing to outcomes (<http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/self-assessment/what-is-self-assessment/>, retrieved 12/12/2011). TEOs are then evaluated by an external NZQA panel, usually every four years; external evaluation and review panels make judgements about each organisation's educational performance and capability in self-assessment (<http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/>, retrieved 12/12/2011). Six key evaluation questions are used in both self-assessment and external evaluation and review, one of which is "How well are learners guided and supported?" (New Zealand Qualifications Authority, 2009, p9).

In 2010, when these quality assurance procedures were still fairly new, private training establishment (PTE) members of the Western Bay of Plenty Tertiary Providers Forum were keen to learn more about how best to conduct their own self-assessment, and decided to undertake a research project that would assist them in learning more about the effectiveness of the support they offered to their students, so that they could answer this key evaluation question. The project was also seen as a good way for PTEs to share information with one another about successful student support activities. A researcher from Bay of Plenty Polytechnic together with staff from several Western Bay of Plenty PTEs designed a collaborative project to gather information from both staff and learners about the usefulness of support and guidance that their organisations offered. It was intended that this project would complement the work done by other New Zealand researchers by focusing specifically on the PTE sector and provide good evidence of the usefulness of the guidance and support provided by asking students directly about the kinds of support and guidance they received and found useful.

## Tertiary Education in Aotearoa New Zealand

The Government's vision is for access to tertiary education to enrich people's lives, improve their employment opportunities and provide a skilled workforce that will drive the country's economic growth (Ministry of Education, 2010). It is considered important for the tertiary education sector to respond to the learning needs of a diverse group of learners – diverse in terms of age, ethnicity and prior educational levels.

The table below sets out New Zealand statistics for participation in tertiary education in 2010, broken down by age and ethnicity. Almost half of young people aged 18-19 years were enrolled in tertiary education, as were one third of youth aged 20 – 24 years.

Table 1: Percentage of the population aged 15 and over engaged in tertiary education in 2010<sup>1</sup>

Age	European	Māori	Pasifika	Asian	Totals
<b>Under 18</b>	7.3%	11.7%	7.7%	2.9%	<b>8%</b>
<b>18-19 years</b>	48.2%	38.5%	46.3%	52.1%	<b>48.4%</b>
<b>20-24 years</b>	35.6%	31%	31.7%	33.9%	<b>34.4%</b>
<b>25-39 years</b>	12.5%	21.6%	16%	12.6%	<b>14.2%</b>
<b>40+</b>	4.3%	13.1%	7.4%	7.4%	<b>5.6%</b>
<b>Totals</b>	<b>10.3%</b>	<b>19.4%</b>	<b>15.8%</b>	<b>14.2%</b>	<b>12.1%</b>

A recent report of the Tertiary Education Commission profiles young students transitioning from secondary to tertiary education and identifies several quite distinct pathways through which young people enter and engage in tertiary study (Tertiary Education Commission, 2011). Some proceed directly from school to tertiary study and enter either degree programmes or trades training. Others take a gap between leaving high school and entering tertiary study. Yet another

<sup>1</sup> Data retrieved 14<sup>th</sup> December, 2011 from [http://www.educationcounts.govt.nz/statistics/tertiary\\_education/participation](http://www.educationcounts.govt.nz/statistics/tertiary_education/participation)

group, typically those who have not been successful at school and may have left at around age 15, also enroll intermittently with multiple training providers, often with gaps in between (Tertiary Education Commission, 2011).

However, it is also evident from the table above that not all learners in tertiary education are young. New Zealand has an open approach to tertiary education that enables adults of almost any age to enter tertiary study (Wagner, 1999); some of these older students did not achieve well at school (Tertiary Education Commission, 2011).

From the Tertiary Education Strategy (TES) and from information gathered about the participation rates of different age and ethnic groups, it is clear that tertiary education organisations (TEOs) need to cater for diverse groups of learners, who will have different needs. The services that TEOs offer to support their learners thus need to be flexible and tailored to the needs of specific groups, to ensure that the goals of the TES are met.

## Learner Support Services

TEOs support their learners in a variety of ways; the services offered are likely to vary depending on the size and type of organisation, the learner profile, and the resources available. This section reports on research that demonstrates what specific support services have been found to lead to improved student outcomes.

A synthesis of research on student support conducted by researchers from Massey University (Prebble, et al., 2005) examined more than 250 studies of student support and noted that relationships between student support and student outcomes are “complex and multifaceted” (p51). They described two main theories of student support – those that focus on integrating the student into the institution and those that focus on the institution adapting to suit the needs of the student (Prebble, et al., 2005). These authors identified specific practices which provided students with both social/emotional and academic support that positively affected student outcomes, and found 13 propositions for practice which research demonstrated were linked to student outcomes (Prebble, et al., 2005; Zepke, Leach, & Prebble, 2006). These are set out in Table 2 below.

**Table 2: Thirteen propositions for practice (Prebble, et al., 2005, px)**

---

### ***Assimilation***

- Institutional behaviours, environments and processes are welcoming and efficient
  - The institution provides opportunities for students to establish social networks
  - Academic counselling and pre-enrolment advice are readily available to ensure students enrol in appropriate programmes and papers
  - Teachers are approachable and available for academic discussions
  - Students experience good quality teaching and manageable workloads
  - Orientation/induction programmes are provided to facilitate both social and academic integration
  - Institutions provide and foster academic learning communities
  - A comprehensive range of institutional services and facilities is available
  - Supplemental Instruction (SI) is offered for difficult subjects
  - Peer tutoring and mentoring services are provided.
-

---

### **Adaptation**

- There is an absence of discrimination on campus, so students feel valued, fairly treated and safe
  - Institutional processes cater for diversity of learning preferences
  - The institutional culture, social and academic, welcomes diverse cultural capital and adapts to diverse students' needs.
- 

These researchers reported that a wide range of support services such as induction programmes, supplemental instruction, peer tutoring and mentoring have been found to assist in assimilating diverse students into TEOs. They also noted the need for institutional processes that were non-discriminatory and catered for diverse learning preferences.

Another study undertaken by the same researchers at Massey University gathered information from tertiary students, teachers and administrators and found that the following factors were important for student success and retention:

- TEOs need to be learner-centred;
- TEOs need to provide good academic advice on entry and good orientation programmes;
- Positive relationships between students and between students and tutors;
- Supportive tutors who had good rapport with students and provided pastoral care;
- Good administrators; and
- Effective ways of dealing with diverse groups of students (Zepke et al., 2005; Zepke, Leach & Prebble, 2006).

Most of these factors reflect what these researchers call an “adaptation discourse” in which institutions adapt their procedures to suit the needs of their students (Zepke, et al., 2006, p587).

From these studies, it is clear that learner support covers a very broad range of activities that includes support at entry (e.g. induction, orientation and sound academic advice that assists students in choosing their programme of study), academic support for learners during their study (e.g. peer mentoring, foundation skills programmes, study skills), and pastoral care (e.g. counselling services, support from tutors). A supportive learning environment that welcomes diverse learners and caters for their needs in a flexible manner is important as are positive relationships, both between staff and students and amongst students. It is also evident that student support may be provided by many different people within an organisation, such as tutors, learning advisors and administrators.

Chanock and Vardi (2005) have suggested that staff who offer supports to students have available to them large amounts of potential research data which may be used to frame, or even answer, substantial research questions about what kinds of supports are most useful to students. They attest to the importance of student feedback in evaluating what kinds of support lead to improved outcomes. These researchers also noted that often the kinds of evidence that student support staff provide to validate their success are dismissed by more academic staff as “anecdotal”. They give an example of using two drafts of one student’s work (before and after) to demonstrate how the support offered had helped the student to improve her work, and argue that such examples offer a strong and direct form of evidence of how individual students benefit from academic support.

In 2009, a group of tertiary learning advisors completed an Ako Aotearoa funded project looking at the learning supports provided by institutes of technology and polytechnics (ITPs) and universities in Aotearoa New Zealand with the goal of identifying interventions that have a tangible impact on student retention and success (Manalo, Marshall, & Fraser, 2010). They identified a wide range of programmes that successfully supported students in their studies, including study skills workshops, peer-tutoring, foundation skills programmes and programmes that targeted specific groups such as Māori and Pacific students. Several common factors that were critical to the success of student support programmes were identified. Critical success factors included the ways in which programmes were designed, prepared and implemented, the knowledge and experience of the staff involved, relationships and links to wider supporting mechanisms (Manalo, et al., 2010).



Tertiary Education Organisations (TEOs) in Aotearoa New Zealand all offer support to their students, in order to ensure that students are retained in their programmes and are successful with their studies. Student support services are offered in a variety of ways, depending on the size of the TEO, the needs of students and the resources available. In larger tertiary organisations, such as universities and ITPs, specialist units and programmes are usually in place to offer students support and guidance with their learning (Manalo, et al., 2010).

However, smaller TEOs, such as PTEs, often do not have resources for providing specialised support units for their students. Nevertheless, they need to find ways to guide and support their students, just as larger organisations do. Of 420,325 students enrolled in tertiary education in 2010, just over 65 thousand were enrolled in PTEs, which are expected to provide specialised qualifications and training programmes that are “flexible and responsive” to learners’ needs (Ministry of Education, 2010).

Much of the existing literature described above has evaluated student support services in larger TEOs, including universities and ITPs (Chanock & Vardi, 2005; Manalo, et al., 2010; Zepke, Leach, & Prebble, 2005). We found no New Zealand literature that focused specifically on how staff in PTEs provide their learners with the support they need to be successful in their studies. Therefore we believe that research that documents successful practice in PTEs to support students would provide very useful information that could be shared amongst this sector.

The aims of this study were to gather information from PTEs in the Western Bay of Plenty about successful strategies for supporting and guiding students, and the effectiveness of student supports from a student perspective, in order to share good practice examples both amongst this group and also nationally.

# Methodology

The project was supported and guided by the Western Bay of Plenty Tertiary Providers Forum who chose the research topic, gave feedback on the project at various points, and participated by providing researchers with access to their learners and by writing case studies of their organisations. The goal was to gather feedback from both learners and PTE staff, so that the information given by learners would provide validation of the usefulness of the support services outlined in the case studies by PTE staff.

## The Private Training Establishments

Sixteen private training establishments located in Tauranga participated in this project. Participant organisations provide a broad range of educational programmes, targeting a broad range of learners and catering for a wide range of age groups and educational levels. Some programmes target young people who have left school with minimal or no qualifications and/or people who have been long-term unemployed with a view to raising their skills to a level that enables them to find suitable employment or go on to further study. Others offer training for people who wish to enter a particular industry, such as hairdressing, aviation, radio or computing, or further training for people already working in an industry. In some programmes, learners are able to pathway into further study, and one organisation offers degree level programmes.

Most of the PTEs who participated offer programmes to mainly domestic students. Several have both domestic and international students; only one PTE has only international students enrolled.

In this report, the case studies have been organised into several groupings, according to the kinds and levels of programmes they offer and the learners targeted, as follows:

- PTEs offering Employment Skills programmes targeting particularly (but not exclusively) youth with no or minimal qualifications, with the goal of improving their employment skills, providing the opportunity for learners to obtain NCEA credits, or preparing them for further study;
- PTEs offering training for a particular industry;
- PTEs offering further training for people already employed in industry;
- Bible Colleges which offer training both for people who wish to undertake ministry and also for learners who have a personal interest in bible study; and
- PTEs offering degree-level programmes.

## Research Methods

Two different methods were used to gather the information required from the two groups and to ensure triangulation of data (Creswell, 2008).

1. **Focus groups** with learners from Western Bay of Plenty PTEs in which participants were asked about the kinds of supports and guidance they receive from the organisation. Focus groups were considered an efficient way to gather information from a larger number of students across multiple organisations (Stewart, Shamdassani, & Rook, 2007).

Staff in each organisation set up focus group/s with their learners; all focus groups were held in a private space on the PTE premises. A research assistant and/or the principal researcher facilitated the focus groups. Before each group, full information about the project was provided to all participants on an information sheet. Participants were informed verbally and on the information sheet that participation was voluntary, and that the information they provided would be aggregated for the group and given back to their organisation in a way that would not identify individuals. They were also given an opportunity to ask questions about the study. All focus group participants signed a consent form before the discussion began. Discussion in the focus groups asked students about a broad range of guidance and support, including orientation, help with choosing appropriate courses, learning support, counselling/pastoral care. Students were asked about the usefulness of the support offered, and to identify any gaps in the provision of support services.

2. **Case studies** of each participating PTE. Staff from participating PTEs attended a one-day writing hui where each wrote a case study of their organisation. Prior to this hui, all participants were given a template that set out the kinds of information to be included in the case study. The template requested a brief overview of the organisation, full information about the range of support services offered to learners, some of the evidence that each collects and information about how feedback is used to improve performance.

At the writing hui participants had access to assistance in writing, editing and formatting their case studies. Summaries of the focus group feedback were provided to each PTE prior to the writing hui so that staff could include this information in their case studies. Staff from some PTEs were unable to attend the writing hui. These staff wrote up their case studies separately and were given the same assistance with writing, editing and formatting their case study as were the hui participants.

## **Data Analysis**

### **Focus group findings**

Focus groups were audio-taped with consent of the participants. Following each focus group, a summary of each group's discussion was written and was sent to the organisation so that the information could then be incorporated into the case studies. Analysis of focus group findings was also completed, identifying common themes across the groups. From this analysis, a number of factors that students commonly considered important for their success were identified. These findings are presented and discussed in the next section of this report, and compared briefly with findings of previous studies.

### **Case studies**

Each case study was written by staff from the PTE, with assistance of the researcher and writing hui facilitator. Although each PTE was given a template to guide the case study writing, each has approached the case study differently, and chosen to highlight different aspects of their guidance and support. Most case studies contain examples of the kinds of evidence that each organisation collects from learners, and how this evidence is used to ensure that learners receive effective guidance and support. However, the length of the case studies varies, as does the amount of information included from the focus group findings.

### **Cross-case analysis**

The Discussion section of this report looks across all the organisations, and identifies common themes in the ways that the different organisations support and guide their learners. From the case studies and from information provided in the focus groups, a number of examples of good practice have been identified (Denscombe, 2003; Yin, 2003). Several principles for practice are described which could provide the basis for further investigation in the future and could be used by PTEs to guide practice. Findings are also briefly compared to previous studies that have investigated the usefulness of support and guidance offered to students.

## Student Focus Groups

A total of 209 students participated in twenty-one focus groups. Focus groups were voluntary and in all cases were held at the premises of the PTE. Approximately equal numbers of male and female students participated. No information was gathered about their age or ethnicity. One PTE which dealt with learners individually most of the time did not have a group of students available for a focus group. For this organisation, the principal researcher phoned two people who had been enrolled with the organisation to request feedback about the kinds of support they had received.

The table below gives further information about the organisations where focus groups were held.

**Table 3: Summary of Focus Groups/Participants**

<b>Name of Organisation</b>	<b>No of Focus groups held</b>	<b>Total participants</b>
Hair To Train	2	21
Avonmore Tertiary Institute	4	40
Bay Flight Aviation	1	16
YMCA	1	8
Pacific Coast Technical Institute	2	18
NZ School of Radio	1	10
Concordia	1	10
Faith Bible College	1	11
Dive HQ	1	11
South Pacific Bible College	1	13
Fruition	2	12
Salvation Army Employment Plus	1	7
Bethlehem Tertiary Institute	1	15
EmployNZ	1	11
Cornerstone	1	6
<b>Totals</b>	<b>21</b>	<b>209</b>

Focus group discussions were very open-ended, so that each group discussed what they considered were the most important factors related to student support and guidance in their organisation. Because each focus group was different, it cannot be assumed that because students did not mention a particular kind of support it was not offered in their organisation.

Common themes in the kinds of supports that students valued were identified. The table below summarises themes identified by approximately half of the PTE groups or more

**Table 4: Focus Group Themes**

<b>Theme</b>	<b>Number</b>
Tutors establish good relationships with students, and are approachable	14
Relationships amongst students are fostered	13
Provides extra academic assistance (includes study skills, extra help with difficult subjects, LLN)	13

Good career/academic planning	10
Good resources are available	10
Peer support/mentoring	9
Flexible	9
Caters for diverse learning styles/needs	8
Small class sizes	8
Celebrates and caters for diverse students	7
Learner-centred	7
Pastoral care is available	7

## Tutors have good relationships with students

Almost all students reported that most of the support they received came directly from their tutors. Students valued the relationships that they had with their tutors, who helped them with their studies, and many of whom also provided pastoral care. In many PTEs, students reported that tutors got to know all students well, and would enquire or intervene when they had concerns about a student. For example, one participant described an incident where a teacher had noticed they were not joining in as usual, and followed up and asked the student about it.

Students consistently reported that their tutors were approachable and willing to be available to help them. In one PTE, several young people stated that they were doing well because the tutors “*actually help us*”, compared to school where they had not received the help they needed. In some organisations, tutors are available to students at particular times, in others students can approach them at any time.

In four PTEs, students said that there was a family-like atmosphere. A participant in one of the groups said “*they relate to us so easily, we’re like their kids*”. In a different group, someone described the organisation as “*...really, really whanau*”. In one group, someone noted that the organisation had begun as a family business, and said “*It’s still got that feeling, everyone gets on and there’s not so much of a line between instructors and students, everyone mingles.*” A fourth PTE was described by students as “*like a family*”, with a team of caring and responsive tutors who get to know their students well and take a genuine interest in their development through the course and beyond.

Participants reported that in small organisations, tutors tended to know all the students, not only those in their own class. Very often students were able to request help from any of the tutors. Having options about who to approach meant that students were usually able to receive assistance quickly. It also meant that students could approach the tutors with whom they felt most comfortable.

Several groups also commented on the quality of the teaching they received from their tutors. In one focus group, someone said “*(our tutor) puts things in an easier way to help us understand, goes through it on the board, breaks it down and we all click.*” Another group praised their trainer highly as “*well informed, helpful and well-prepared*”. In organisations where students were studying to enter a particular industry, they valued tutors who had plenty of industry experience and knowledge.

Tutors are obviously key people in the PTE environment where specialised learning assistance may not be readily available. When seen to be approachable and available, as focus group participants consistently reported, they provide most of the support and guidance that learners receive.

## Relationships among students are fostered

In most of the PTEs students were encouraged to form strong relationships and networks with their peers. Positive relationships amongst students were fostered through social events of various kinds, including shared lunches or dinners, sporting events, class trips and fundraising activities.

In some organisations, there was a formal expectation that more “senior” students would provide assistance to newer ones while in other classes peer support was more informal, with students simply offering assistance to others. In one group, a participant said: *“last year, in year one, the students in year two really helped me... when I was struggling. I find now that I do the same with year ones, I try to explain and help them as much as I can”*.

In some classes, students worked together on group tasks, and reported learning a great deal from one another. International students in three PTEs noted the importance of support from their peers as they adjusted to a new country and culture.

## **Provision of extra academic assistance**

Focus group participants in most PTEs reported that extra academic assistance was readily available to them when they needed it. Most often this extra assistance was provided by tutors. In several groups, students noted that their tutors were available at particular times outside of scheduled classes, most often after class.

The kinds of extra assistance offered varied across the organisations. In some PTEs, tutors gave a lot of help with literacy and numeracy while in others they assisted students in understanding complex topics. Students could also get extra assistance with study skills such as note-taking, writing and formatting essays and reports, and searching for information on the internet.

In one organisation, students reported that their tutors would not always provide them with answers, but might give them clues so they would be motivated to find the answers for themselves. In several other PTEs, participants said they were expected to take responsibility for their own learning and ask for help when they needed it. One participant noted *“...“if you struggle you can put your hand up, but you need to put your hand up.”*

In a small number of organisations, specific staff were designated to provide student support, although participants from these organisations could also seek help from other staff. Only one PTE had a specialised centre that provided learning support.

## **Academic advice and career planning**

Most of the PTEs who participated in this study provided assistance to students in planning their studies and future career directions. Many of the PTEs were training their students to enter a specific industry, such as hairdressing, aviation, teaching, radio or scuba diving. In these PTEs students received plenty of advice about their study and career directions from tutors who had a great deal of knowledge and experience in that industry. Very often, students were able to gain valuable work experience in the industry during their study.

In some instances, the focus group participants reported that their tutors also helped them to get jobs once they completed their study. One organisation had a “work broker” who helped them to find work when they were ready.

Some of the PTEs focused also on preparing their learners for further study. Participants from these organisations reported they were given information about other programmes of study, and some said that they were encouraged to research career options so they would have a good understanding of the qualifications and study needed to reach their goals.

In one organisation, students noted that they were encouraged to set both short-term and long-term goals for themselves and to check back regularly to see if they had achieved them. Participants in many organisations also reported they got help with writing resumes and preparing for job interviews.

## **Resources are available**

Even though many of the organisations were quite small, focus group participants from most organisations reported that they had all the resources needed for their study. Some courses had comprehensive textbooks or manuals, while others made resources available to students online. Most students have easy access to computers and internet, and made extensive use of the internet as a study tool. In several PTEs, students had access to online literacy and numeracy resources.

Participants in short courses reported they appreciated having resources available in advance. Many students also appreciated the extensive study guides that were provided, that guided them in preparing assignments and studying for tests and exams. In some PTEs students were learning to use the latest equipment in their studies, and reported that these resources were preparing them well for the workplace.

Some of the PTEs provided students with access to resources and equipment out of hours, so that they could study or practice skills when it suited them. Students in these organisations were appreciative of the trust placed in them by their tutors who loaned out equipment.

## **Flexibility and diversity**

Students from half of the PTEs made specific positive comments about being in a small class. They reported that in a small class, they were able to get more individualised assistance from their tutors. Many focus group participants liked the flexibility that was built into their programmes of study. In some organisations the hours were flexible, in others, flexibility allowed students to complete additional tasks in their own time.

In many classes, students worked at their own pace to complete study tasks, with the tutor available for additional assistance as required. Some participants liked having different tutors who taught in their own styles.

In many of the PTEs, focus group participants reported that their tutors ensured that they catered for diverse learning styles by using a range of teaching methods. In several organisations, students identified their personality types or preferred learning styles. In one PTE, participants reported that they appreciated the mix of learning styles catered for that included aural (talking and listening), visual (Powerpoint) and kinaesthetic (hands-on tasks). In another, even study aids were individualised to suit a person's learning preference.

Many participants valued the practical aspects of their study, and compared their course of study to other courses which they claimed were more theoretical. The example given by one participant effectively sums up this view: *"For me, here you learn how to do the job. I went to uni for 9 months and you learn about stuff, you don't learn how to do stuff, and here you learn how to do stuff while you study, it's just so much better."* They believed that the practical tasks equipped them well for working in their particular industry, although they acknowledged also the value of more theoretical knowledge.

In many organisations, students noted that they were able to engage in self-directed or self-paced learning. This required them to take responsibility for their own learning, and also meant that classes could cater for students who were in different stages of learning within the course. Students who were further along in their studies often helped others with their work.

## **Pastoral care**

All of the organisations provided pastoral care for students. Most often this was provided by tutors or other staff within the organisation. Some PTEs had a counsellor available on certain days; others gave students information about external agencies who could provide additional assistance.

International students reported that their organisations provided comprehensive pastoral care, assisting them with entry to New Zealand, accommodation and accessing resources. This care was most intensive when students first arrived, but continued throughout their studies. Students reported that they greatly appreciated the support they received from staff in their organisation, and from other students.

## **Skills for life**

Many focus group participants reported that in addition to preparing them for working in a particular industry, their studies were giving them important life skills. They were being expected to take responsibility for their own studies and actions, and in most PTEs were expected to behave as they would in the workplace (dress standards, attendance, being on time etc.). Participants valued being treated as *"working adults"*, as they felt they were learning to be accountable and that these skills would be valuable throughout their lives.

## Discussion

Many of the supports that students reported were important to them were also identified in the literature as important. The importance of students having good relationships with tutors who were seen as supportive and provided pastoral care was emphasised in the focus groups, and has also been found in other studies (Manalo, et al., 2010; Prebble, et al., 2005; Zepke, et al., 2005, 2006). The PTEs are also actively fostering supportive relationships and social networks amongst students, factors that others have also found useful in supporting students (Prebble, et al., 2005). Additionally, these other researchers have emphasised the usefulness of academic counselling and advice, supplemental instruction and assistance and good quality teaching, all factors that assist students with their integration into the organisation.

On the “adaptation” side, students in the focus groups reported considerable flexibility in their organisations, most of which were learner-centred, with tutors who catered to diverse students and diverse learning preferences. The willingness of TEOs to adapt to the needs of their learners in these ways has been identified in other studies as important for student success (Prebble, et al., 2005; Zepke, et al., 2005, 2006).

The focus group findings therefore demonstrate that despite (or possibly because of) their small size, PTEs are able to offer students the support and guidance they require in ways that are flexible and tailored to meet students’ needs. Tutors play a key role in supporting students and the student feedback demonstrates that students value highly the personalised support they receive during their studies. Most students expect that with this support they will achieve success in their chosen programmes of study.



**CASE STUDIES PART ONE**  
**PTEs offering Foundation Programmes**  
**and Employment Skills**

# EmployNZ “Steps To Success” programme

## Key words

Employment skills, youth

## Brief description of the programme

“Steps to Success” is a 24-week programme offered to youth aged 16 – 17 years. The primary aim is to get students into work.

The programme covers NCEA Levels 1 and 2, and additionally students can work towards three national certificates:

- Computing
- Business administration and computing
- Employment skills

Education levels at entry vary, with most students having completed two years of secondary education. Often, they have often not succeeded well at school. Many do not have Levels 1 and 2 NCEA.

**Entry assessment:** At entry, students’ literacy and numeracy levels are tested using the National Literacy and Numeracy Online Assessment Tool. Tutors assess what NCEA credits each student will need to complete from the results on the online assessment and information about credits or papers they have completed at school.

**Identifying career goals:** Each student chooses one primary career goal and two additional options and researches these jobs or careers to find out the qualifications and experience needed for each one. Through this exercise they learn that some jobs will require them to undertake further study after completing the necessary NCEA credits. Often students’ initial choices are influenced by friends or family, these may be changed later when they have more information. In assessing students, tutors look for options that the students are passionate about, with the belief that if a student is passionate about their chosen career, they will be more motivated to succeed.

**Learning plans:** Each student has a learning plan tailored to their needs, which is agreed at the outset of the programme by student and tutor. Planning includes consideration of the career or further education options identified by the student. Students are not always able to get everything they need for their chosen career from EmployNZ, but the programme will help them attain a suitable level to move on to another organisation for further study.

## EMPLOYMENT SKILLS PROGRAMMES

---

EmployNZ

Tauranga

### Contact Person:

Kevin Turanga

[tauranga@employnz.net.nz](mailto:tauranga@employnz.net.nz)

Phone 07 577 0177

Students complete their NCEA levels at their own pace. If a student changes their mind about their goals, the learning plan can be modified and a new focus can be set. The papers offered provide a broad preparation for further study. Each student will leave the programme having accomplished different goals. In addition, peer pressure drives some students to extend themselves further than they had originally planned.

**Outcomes:** Two months after each student completes their programme, they are expected to have an employment or study outcome. Those who do not achieve this within the two month time frame often return later to report a successful outcome.

### **Support and guidance offered to students**

Students are supported through one-on-one interaction with their tutors as they develop their learning plans. They benefit from small classes and tutors who will spend time with them, helping them to plan their future goals and giving them support. They receive support from a range of staff within the organisation, including their own tutors, the Director and tutors of other classes.

Students can approach tutors for assistance regarding anything that is happening in their lives outside of their studies. Learning skills for dealing with external personal and life issues helps students focus on their studies, so they will be more likely to succeed. Students have staff cell phone numbers, and often seek advice from tutors on personal or relational matters. Tutors also provide information about external agencies to offer further assistance. In addition external speakers visit the course to provide information about other services.

Other useful supports are the online resources and games that assist students in developing their skills, group tasks in which students learn from one another and role plays which students reported are useful in building their confidence. Trips away are a highly valued activity. These trips are chosen and organised by students who spend time fundraising. Fundraising activities also assist with students' learning.

### **How do we know the support and guidance offered to students is effective?**

Student outcomes demonstrate the effectiveness of the support and guidance they receive. The table below demonstrates student outcomes (both academic and employment outcomes) for recent students in the *Steps to Success* programme.

Outcomes are measured against students' capabilities when they begin the programme. Needs are assessed when each student enters the programme, and students individually evaluate their progress each month with a tutor.

Student progress may also be measured using the online literacy and numeracy assessment tool. If a number of students are struggling with maths, they will be reassessed using this tool, so that both students and tutors can see if they have improved. Changes in test scores are then evidence of the effectiveness of the programme and also show areas of student weakness.

Table 5: Student achievement and outcomes in the Steps to Success programme

Courses completed	Bus Admin/ Computing	Computing	Employment Skills	NCEA L1	NCEA L2	Total Credits	Outcome
Student 1				Yes		13	Work
Student 2	Yes	Yes			Yes	47	Work
Student 3		Yes		Yes		77	Further Study
Student 4		Yes	Yes	Yes	Yes	94	Further Study
Student 5	Yes			Yes	Yes	94	Work
Student 6		Yes	Yes	Yes		92	Further Study
Student 7				Yes	Yes	80	Work
Student 8				Yes		35	Work
Student 9					Yes	43	Work
Student 10			Yes	Yes		78	Work
Student 11				Yes	Yes	50	Work
Student 12		Yes		Yes	Yes	63	Further Study
Student 13					Yes	87	Work
Student 14	Yes	Yes	Yes	Yes	Yes	121	Current Student
Student 15	Yes	Yes	Yes	Yes		129	Work
Student 16		Yes		Yes	Yes	83	Work
Student 17		Yes	Yes	Yes	Yes	59	Work

Informal feedback may come from students at any time. Past students often come into the programme and report on their progress. Some have been very successful and will be encouraged to come and tell their success story to other students. Family members are also in contact with the tutors, and will discuss students' progress. Families often phone the tutors to ask about their young people, and will occasionally visit the programme.

Students set their own goals for completing credits; results are graphed to show progress. Feedback is filed and weekly reports on each student are discussed with management. The organisation has a focus on continuous improvement so uses both formal and informal feedback to make changes where necessary.

### Feedback from the student focus group

Students provided detailed feedback about the support and guidance they receive in a focus group discussion. They reported that they liked getting personalised assistance in a small class and were motivated to complete NCEA credits quickly. They preferred this programme to being at school because of the support they received from the tutors and one another and their individualised programmes. Several people stated that they were doing well because the tutors "actually help us". One person said: "at school they wouldn't help us so we didn't go, and we actually come here."

Another student reported: "The support from (our tutors) is awesome, we've done heaps of work and assessments and got the most credits I've ever done. I didn't do well at school but am doing good here."

Focus group participants also reported that having to research their chosen careers helped them in understanding what training and experience were required. For example, one student reported being interested in bartending, and after researching this job learned that they would first need to do "alcohol courses" in order to get a licence. As a result, this student was considering further study with another tertiary provider in either bartending or hospitality after finishing the Steps to Success programme.

Discussion with students indicated that they were motivated to attend, to learn and to complete their NCEA credits. They found their tutors very approachable and valued the support and guidance they received. Students attributed their success in completing credits to the support they received from tutors.

For more information, contact Kevin Turanga: [tauranga@employnz.net.nz](mailto:tauranga@employnz.net.nz)

# Salvation Army Employment Plus Tauranga

## Key words

Employment skills, qualifications, training

## Brief description of the organisation

Salvation Army Employment Plus offers employment training at sites throughout New Zealand. In Tauranga, Employment Plus currently has 62 learners enrolled. Programmes are taught by six tutors, with support from an additional three staff members, including a work broker. The courses target young people over 16 years who are unemployed and lack direction in their life, and the aim is to provide them with confidence and skills that will lead to either employment or further training.

A variety of programmes offer training from entry-level skills through to level 4 Trade Certificates. Courses include automotive training and a Careers and Computing Course which is run over 26 weeks and targets young people 18 years and older. Entry-level skills provided in all courses include:

- literacy, language and numeracy training;
- goal setting;
- job search skills, CV preparation, help into work and support when there.

Learners are approximately 50% Māori and 50% Pakeha, with a higher percentage of males due to the automotive course which is male-dominated. Learners are able to complete NCEA credits as part of the programmes. Younger students 16 – 18 years old can complete NCEA credits that they missed from school; older students (over 18) must be referred by Work and Income in order to enrol.

## Support and guidance offered to students

When they enter the programme, all students are assessed using the online national assessment tool, which is mandatory for all learners aged 18 or over. An individual learning plan is designed for each learner that takes into account their online assessment, the NCEA credits they have already completed and the plans that each learner has for their own future. Because learner's plans may change during their course of study, the learning plan has to be flexible and may need to be updated. Students with particularly low levels of literacy or numeracy may be referred to Literacy and Language Bay of Plenty for further assistance.

Tutors are the main source of support for learners, and are also role models for them. Because there is one tutor for approximately 10 learners, and tutors stay with the same group of learners throughout

*Guiding and Supporting Learners in Western Bay of Plenty PTEs*

## EMPLOYMENT SKILLS PROGRAMMES

---

### Salvation Army Employment Plus Tauranga

#### Contact person:

Rhondda Deuchar

Rhondda\_deuchar@

nzf.salvationarmy.org

Phone: 07 541 1773

their programme, tutors get to know their learners well. All tutors are trained in literacy and numeracy and are expected to have completed the National Certificate in Adult Literacy Education (Educator).

Learners reported that they found it useful to have the opportunity to complete units they did not finish at school and enjoyed the self-directed learning, where they could proceed at their own pace and sit the assessment for each unit when they thought they were ready. They were learning to take responsibility for their own learning, with the tutor available to work with them one-on-one when needed. One person said: “... *[it's] helping me get up in the morning and go out and do something, instead of laying in bed half the day.*”

In addition chaplains visit weekly and are available to offer support to both staff and learners. This service is completely confidential, and learners can talk with a chaplain about any issues affecting their lives. They can also contact the chaplains by phone at any time when they are not on site. Some people reported that they were also able to get further support from an external counsellor from Te Manu Toroa (a local Māori health provider).

A work broker liaises with learners, tutors and local businesses to assist students in gaining work experiences and in placing them in jobs. Students appreciated this assistance and one person said “... *as soon as you're ready to start work, he'll go out and find you work anywhere he can. It's the bomb.*” Some students also got useful work experience onsite from helping out in the office, answering the phone and making appointments, and reported that the office administrator helped them with completing their CVs.

In a focus group held with learners, they reported that they were fund-raising by selling pies so that everyone in the class could take their learner licence test. They had found the tutor helpful with their fundraising, and each student was able to save money from the pies that they had sold to other students and staff. One person said:

*The money gets packed away in the office, and each student has their own envelope and any profits that they've made go in their envelope, and when they've reached their goal, they can go and sit their licence.*

In order to prepare for their learner licence test, several students were attending a night course to learn the Road Code, and students were also able to sit practice tests online.

### **How do we know the support and guidance offered to students is effective?**

Twice a year (in April and October), learners are asked to complete evaluations of their courses. The evaluation form asks them about the usefulness of the support they received during their study. In addition, exit interviews are held wherever possible, where students are asked to evaluate their progress against their learning plan.

Feedback from learners is passed on to tutors to action, and is also given to the Salvation Army Employment Plus head office. Staff are expected to follow up on suggestions or comments made by learners. Because the information is fed into a single point, it is possible to compare the issues raised by Tauranga students about their study with feedback obtained from learners elsewhere. Often learners in different locations identify similar issues. Staff then discuss these issues and problem solve together.

Informal feedback is also obtained from former students who may come back to visit and report on their progress since leaving the programme. Often other family members will come through the programme, having learned about the programme from a former student who has been successful. This word-of-mouth referral is also seen as an indicator of the usefulness of the programme.

The organisation is outcome focused and needs to ensure learners are successful in reaching their goals in order to receive continued funding. Outcomes are benchmarked with other Employment Plus programmes nationally. Achievement information aggregated across all Employment Plus programmes in New Zealand demonstrates that on average the success rate exceeds 80%. Approximately 62% of learners are successful in gaining employment following completion of their programmes. Locally, the organisation also works together with another provider of similar programmes to ensure outcomes are achieved.

When asked about the usefulness of the guidance and support they received, focus group participants made many positive comments about the organisation, and particularly about the assistance they received with planning for their future, and the opportunities for putting skills they were learning into practice. Many participants expressed a preference for the “hands-on” learning opportunities that their courses provided, and several reported that they were now planning to continue their studies elsewhere. Having good relationships with their tutors was seen as vital to their success in the programme, with one student reporting in detail on the “mentoring-type relationship” he had established with one of the tutors.

For more information, contact Rhondda Deuchar: [rhondda\\_deuchar@nzf.salvationarmy.org](mailto:rhondda_deuchar@nzf.salvationarmy.org)



# Pacific Coast Technical Institute

## Key Words

Life skills, confidence, experiences, career options

## Brief Description of Organisation

PCTI is an NZQA registered and accredited Private Training Establishment operating at Mount Maunganui and currently employing seven staff with one full time director onsite and one part time.

PCTI run programmes that are Ministry of Education (MOE), Tertiary Education Commission (TEC) and privately funded. This case study is focused on our TEC programmes, however student support is consistent across all programmes. We offer two tertiary funded, fee free, programmes both focused on students gaining employment.

- **Youth Programme:** 20 student places, 48 weeks. *Pathways to Employment* is a programme that enables students to gain foundation level (1-3) unit standards in employment skills, computing, numeracy and literacy. Students work towards a 'National Certificate in Employment skills (L2) and various options in computing and administration.

Students on this programme are:

- predominantly Maori (70%),
- aged between 16 and 18 years
- Male (30%) Female (70%)

- **Foundation Focused Training Programme:** 16 Student places, 26 weeks. *Revitalise* programme supports and encourages learners who have been out of employment for a long time to build their confidence, upskill and get back into the workforce either by gaining employment or choosing a programme of study to further their knowledge and skills.

Students on this programme are:

- European (55%) Maori (40%) other (5%),
- aged 18 and over
- Male (60%) Female (40%) varying

Numeracy and Literacy skills are a key component of all our programmes and are embedded into all modules of learning.

## EMPLOYMENT SKILLS PROGRAMMES

---

### Pacific Coast Technical Institute

#### Contact Person

Fiona Morris

[fiona@pcti.co.nz](mailto:fiona@pcti.co.nz)

Phone: 07 575 2185

Web: [www.pcti.co.nz](http://www.pcti.co.nz)

## Educational Achievement 2010

The following table summarises student achievement data for the *Revitalise* and *Pathways to Employment* programmes in 2010.

Programme	Pathways to Employment	Revitalise
Total Number of students	39	45
Withdrawn during the year	17	31
Students placed in employment	10	14
Numbers going on to further tertiary study	9	7
Returning to PCTI	5	6
Average NZQA credits per learner	25	22

### Support and guidance offered to students

PCTI have a strong focus on student support across all programmes and see this area as a key component to improving student success. We provide support to students on different levels both internally and externally. Students are advised of support services available during the induction process.

Our programmes are designed with building student confidence as one of the key outcomes. Students have low level skills and knowledge or / and very low self-esteem and confidence. Therefore the support from all levels of the organisation are very important.

### Internal Supports

- *Tutors* – are given autonomy to provide students with support as necessary and act as mentors to students in both classroom environment, while in work experience placements and once they move on to employment or further training. Tutors:
  - Deliver the programme in a way that enables all students to learn at suitable pace
  - Provide relevant materials that support individual students' career goals
  - Support students by taking them to job interviews, meetings
  - Provide an environment that reflects the cultural diversity of students
  - Work with students independently to compile Individual Learning Plans that reflect their goals and aspirations for the course and for the future
  - Enforce a workplace like environment, with high expectations for dress, relationships and attendance.
- *Student Support and Administration*
  - Personnel, one dedicated staff member is available for students to visit during the day and share personal issues relating to their wellbeing, family or any circumstances that may arise. Confidentiality is a key aspect of the relationship.
  - Student support has a dedicated office for private discussions; the office also provides space for students to search through pamphlets.
  - Also take students to personal meetings such as counselling and doctors and attend family group meetings.
  - Acts as community liaison with Police, Child Youth and Family and Work and Income
  - Ensures all administration duties are completed to help students with WINZ training benefits.
- *Student representative*

- One student is chosen to act as speaker for the group and is given the opportunity to meet with management on a monthly basis and share ideas from other students
- *Management*
  - Programme Coordinator
    - Ensures students who require academic support are given one-to-one or small group training sessions
    - Is responsible for organising and arranging external organisations to speak to students regarding employment options onsite or offsite.
    - Liaises with employers for finding employment and pastoral care of students
    - Updates tutors' teaching resources in line with NZQA moderation requirements and ensures they are suitable to student needs
    - Conducts programme reviews
    - Runs weekly Hui with students covering issues and ideas.
    - Provides staff support and relief
  - *Directors*
    - Maintain an open door policy to staff and students and are available for direct access if needed
    - Frequently mingle with students enabling students to 'chat' and feel comfortable to share ideas
    - Are responsible for ensuring students are provided with suitable, relevant and sufficient resources for successful learning
    - As members of local Providers Forum and National Providers Association are able to discuss issues relating to student support and gather new ideas and good practice examples.
- *Programme supports*
  - Transport, enables students to get to course daily
  - Health and well being, students have access to personal health products, healthy food if needed,
  - Technology plays part in supporting learners through communication with tutors or administrators. Technology is also part of ensuring students can develop relevant skills for employment.
  - Student handbooks are provided at the beginning of the programme that detail the school rules and have information covering support, staff roles and important contact numbers.
  - Ongoing building maintenance to ensure health and safety of students
  - Programmes can be flexible to student 'personal, family life needs'.

## External

- *Programmes*
  - Counselling – Bethlehem Tertiary Institute provide student placements for one on one counselling for students on site.
  - Workbridge – Available to support students with mental health or physical disabilities.
- *Student Support*, arrange both individual and group sessions through external providers, such as:
  - Te Manu Toroa – Drug and Alcohol Counselling, Anger Management,
  - Family Planning – Personal wellbeing, education services
  - Asthma Society
  - Community Child & Youth Health Services – Assessments, Counselling
  - Te Tomika Trust – Anger Management, Providing support and services for severe behavioural and emotional issues
  - Sexual Assault Support Services
  - Kaitiaki Nursing Services
  - Maketu Health & Social Services
  - Get Smart – Drug and Alcohol Services
  - Tauranga, Papamoa, Mount Maunganui Youth Aid Officers.
  - Te Aranui Youth Trust

## How do we know the support and guidance offered to students is effective?

Student evaluations are completed by students at the end of their programme and ask students to provide feedback about a broad range of topics, including academic, environment and policy areas and ask students to provide feedback. The information is reviewed by each Programme Co-ordinator and the Director. At present we are changing student evaluation processes to ensure evaluations are completed more regularly and results are collated and used for practical purposes.

In evaluations completed at the end of their 2010 studies, over 90% of students in the *Revitalise* and *Pathways to Employment* programmes reported that the programmes were meeting their learning needs. Consistently positive comments were made about tutors; many of these comments attest to the supports tutors offered to students. Examples were:

- “she communicates”
- “listens to our opinions”
- “makes me feel safe”
- “informative in learning and helping us succeed”
- “cares deeply about where we are headed in life without emotion”
- “Better than all my teachers”

These and many other similar comments demonstrate that tutors are engaging students and endeavouring to offer them the supports needed for success.

*Individual Learning Plans* completed by each student at the beginning of their programme set a benchmark for what the student wants out of the programme and provide a place to review progress. The Programme Co-ordinator is responsible for ensuring these are completed on a regular basis relevant to the programme.

Weekly staff meetings are a key form of student support and staff support and provide a forum for highlighting areas requiring immediate attention. They also provides an organisation-wide report of what is happening on a daily basis and cover both physical, environmental, policy, technology and resource issues.

Programme Reviews conducted after each programme has been delivered contain tutor-focused feedback relating to the overall delivery of the programme. Resource requirements are identified in this process as are delivery issues and academic resource updates.

Informal feedback comes from a variety of sources. Student representatives provide feedback on regular basis, usually focused around physical and environmental issues. Weekly student meetings provide time for issues to be shared and discussed with students as a group.

Outcomes are a clear indicator of student support throughout the programme at all levels. Ongoing reporting and analysis of outcomes is important to ensure students are prepared for employment or further study at the correct time and supported throughout this process.

Information provided from student focus group summary indicated that overall students appear to be happy with the support received at both the classroom, internal and external levels. Students recognised that staff support in setting their individual goals and during interviews was high and appreciated this; they also noted that tutors delivered the programme at a level that met their needs.

Adult students commented on the value of peer support within the group which they found an excellent way to share experience, skills and to support each other on a personal level when needed. Having a flexible training plan that takes into consideration work experience and aspects of home life that affected their ability to be there all day every day was found to be useful in assisting them to both work towards their goals and also acknowledge the effect that life events had on their progress.

Students identified needs for further resources and updated software that will be taken into consideration but may not be achievable in the short term.

For further information, please contact Fiona Morris: [fiona@pcti.co.nz](mailto:fiona@pcti.co.nz)

# YMCA Tauranga

## Key Words

Foundation focused training

## Brief description of organisation

YMCA Tauranga is part of a national organisation. YMCA is considered a major provider of foundation learning opportunities in Aotearoa.

This case study focuses on current Foundation-Focused Training Opportunities (FFTO) programmes which are funded by the Tertiary Education Commission. Our programmes cater for over 18 year olds who wish (in the main) to eventually gain employment in the fields of computing and business administration or as early childhood teachers. All programmes are free to learners who are referred by Work and Income New Zealand (WINZ). Our learners are from multicultural backgrounds, predominantly Māori and Pakeha. We have an even mix of Māori and Pakeha tutors.

## Programmes offered

### 1. Early Childhood Teaching

This 26 week programme is ideal for those who would love to be an early childhood teacher or work with young children in some way, but who are not quite ready to undertake the level 5 National Certificate. Those who obtain this certificate can move into the level 5 programme with greater ease. Class sizes are small and caring relationships are fostered.

### 2. Workplace Computing

Workplace Computing is a programme that teaches more than just core computing skills. As each learner progresses through the NZQA unit standards, they experience success and build confidence; in turn this develops a healthy work ethic. Workplace Computing is run like a work place, encouraging learners to develop good work practices like getting to work on time, respect for others and themselves and job responsibility.

Our programmes have three focus areas:

- To prepare and assist learners into employment or further training
- To increase numeracy and literacy ability
- To enable learners to gain national certificates in Early Childhood Education and Care (Level 3) and Computing and Business Administration (Levels 2 & 3) or units towards these qualifications.

We encourage learners to:

*Guiding and Supporting Learners in Western Bay of Plenty PTEs*

## VOCATIONAL TRAINING AND SKILLS PROGRAMMES

YMCA Tauranga



Contact Person

Judy Kane

Education Manager

[education@ymcatauanga.org.nz](mailto:education@ymcatauanga.org.nz)

Phone: 07 579 6534

[www.ymcatauanga.org.nz](http://www.ymcatauanga.org.nz)

air breathe vitality attitude backbone willpower  
atmosphere courage enthusiasm  
encouragement vibrancy life soul spark  
character energy peace vigour zest liveliness  
humour essence quality welcoming motivation  
perseverance love contentment excitement keen  
vivacity verve vigour dynamic air breathe vitality  
attitude backbone willpower atmosphere  
courage enthusiasm encouragement vibrancy  
life soul spark character energy peace vigour  
zest responsibility liveliness humour essence  
quality welcoming caring motivation  
perseverance love contentment excitement keen  
honesty vivacity verve vigour dynamic air  
breathe vitality attitude backbone willpower  
atmosphere courage enthusiasm  
encouragement vibrancy life soul spark  
character energy peace vigour zest liveliness  
humour essence quality welcoming motivation  
perseverance love contentment excitement  
respect keen vivacity verve vigour dynamic air  
breathe vitality attitude backbone willpower show  
your spirit... atmosphere courage enthusiasm  
encouragement vibrancy life soul spark  
character energy peace vigour zest liveliness  
humour essence quality welcoming motivation  
perseverance love contentment excitement keen  
vivacity verve vigour dynamic air breathe vitality  
attitude backbone willpower

- develop good work practices
- build self esteem and confidence
- respect others and themselves
- develop job responsibility and a healthy work ethic.

Tutors maintain a fun, whānau atmosphere to support the learning process to be an enjoyable and positive one.

### Demographic information about learners

Forty-nine percent of our current learners are Māori. Seven of the current 23 learners are male (three in the Early Childhood Programme, all of whom are Māori; four in the Workplace Computing Programme, of whom one is Māori). Our current eldest student is 58 years; our youngest is 18. Learners range hugely in academic, numeracy and literacy abilities. Some average at level 1 on the literacy progressions and others are at level 6 and above.

The YMCA Core Values of responsibility, respect, caring and honesty are integral in all that we do.

HONESTY	RESPECT	CARING	RESPONSIBILITY
We lead by example and encourage the people we come into contact with that honesty is something to be proud of. This is how we build credibility with one another and with the people we encounter daily.	Respect is about being courteous towards all individuals. It is important for us to understand the needs and perspectives of others, to help us make better decisions and help individuals make better choices.	We believe in taking the time to understand and relate to people. We treat everyone as an individual and put as much effort as possible into enhancing the experience people take away from the YMCA Tauranga.	The road to building character lies in taking responsibility for our actions. Whatever choices we make are ultimately our own, so we work on educating and encouraging others to make responsible ones.
<b>Te Whakapono.</b> Kia mau, kia ki te whakapono i nga wa katoa.	<b>Whakanui</b> Me whakanui i te tangata, ahakoa no wai, ahakoa no hea.	<b>Atawhaitia</b> Awhi mai, awhi atu, tatou tatou e.	<b>Te Kawenga atu</b> Te mahi ka tika, māu e whakapai atu to huarahi tika, te kawenga atu hoki.

### Physical

Our Education Department is housed in an aesthetically pleasing, comfortable building with good ventilation, heating and disability access and car parking. There is a courtyard with a BBQ facility and tables and chairs for learners. Free parking is available and adequate. Learners have their own well equipped kitchen with oven, microwave, fridge freezer and dishwasher. Classrooms have big windows and direct access to the outside where there are trees (some fruit) and gardens. All internal rooms have air conditioning units. Classrooms have computers available for all learners with internet access, ergonomically correct stations all with swivel chairs, projectors, screens and whiteboards. Games, daily newspaper and a guitar are available. Beverages provided include tea, coffee, milo, milk and filtered cool water. All stationery is provided. Travel costs to and from the programme are met and vans are available to transport learners when otherwise needed.

### Intellectual and Vocational

The YMCA Tauranga provides a supportive environment to grow strong individuals through participation and support. We aim to enable individuals and families to develop physically, mentally and spiritually and enjoy a healthy quality of life. We are a provider of educational and developmental programmes that invoke a sense of fun and vibrancy whilst still achieving learning and supporting milestones.

Information resources are more than adequate. We aim to eliminate as many barriers to learning as possible. Teachers are employed for their academic qualifications, personal attributes, attitudes, skills and experience and their passion. All tutors produce effective lesson plans that clearly identify: learning outcomes (relating to unit standard or subject being taught); time frames; embedded literacy and numeracy concepts, evaluate evidence vocational outcomes and learning strategies being applied.

A Work Broker supports learners in their quest for employment. This includes finding work experience placements. The Work Broker and the Work Ready tutor support learners to adequately prepare for the workplace (C.V's, Interview Skills, Working as part of a team, Communications skills and so on).

Learners attend the programme Monday to Thursday inclusive. Their week is structured in terms of the focus (in the main to meet contractual outcomes) as follows:

- One day work experience
- Half day work readiness
- Half day literacy and numeracy – literacy and numeracy are embedded into all areas
- Two days vocational skills and unit standards.

### **Emotional**

The emotional well-being of all people within our programmes (learners and tutors) is considered and nurtured. YMCA takes a holistic view which encompasses emotional safety. Differences are respected, provided for where possible and celebrated. We have zero tolerance policies to the ill treatment of anybody. We afford respect and sensitivity to all. These concepts are identified and explained in the Student Handbook which is written from a holistic viewpoint – emotionally safe, differences celebrated.

### **Social and spiritual**

Cultural awareness is promoted at all levels. We aim to provide a learning environment which is conducive to Māori learning and which also promotes cultural understanding in non-Māori participants. All participants are welcomed into the organisation (powhiri), their own identity enhanced through participation and they leave with good will (poroporoaki).

We believe in a holistic view of people that addresses the uniqueness of mind (hinengaro), body (tinana) and spirit (wairua) of each and every individual. Our training methods endeavour to embody this perspective. The Māori concept of hauora sees development as having four symmetrical sides; three in the YMCA triangle and the fourth being Taha Whānau (belonging to and having support of family). The YMCA Tauranga has identified working with families and fostering a sense of belonging as key themes that motivate our work with people.

The YMCA Tauranga is committed to a pursuit of equity. To encourage reciprocal and responsive caring and respectful social interactions we have:

- Regular outings – visits to op shop for good second hand clothing, industry, library
- Recreation days – learners are given a budget to plan two monthly recreation days (sport, food sharing, fun).
- Food sharing is encouraged - Bread is often donated and supplied for learners to take home
- Whānau environment fostered (throughout whole YMCA). Learners often arrive early, have their breakfast, chat, read the paper, sing – all before class starts at 8am.



We encourage lots of singing in our education department. We see this as uplifting for the learners (wairua, socialisation, stress release and pure fun). One of our many resources is a guitar.

### **Assessment supports learning**

A range of measures ensure that assessment supports their learning:

- All learners are assessed on entry to the programme on all Learning Progressions
- Learners are adequately prepared for assessment e.g. recognise and state what resources are required for assessment
- Learners believe that the assessment requirements have been understood
- Consideration is given to special needs or circumstances of learners
- Learners are assessed on relevant & meaningful topics (individually planned)
- Best assessment practice is followed
- Monthly literacy and numeracy goals are planned and relevant teaching given. These goals are evaluated monthly. In addition to this learners are also encouraged to direct their own learning from the online literacy tool.

### **How do we know the support and guidance offered to students is effective?**

Feedback is gathered from a range of stakeholders; all stakeholder voices are encouraged and valued, including the voices of learners.

Feedback from learners is gathered through:

- Student Council meetings, where representatives meet monthly or more often if requested by any student
- Formal student evaluations during and at the end of the programme, at an exit interview and two months after they have left us
- Informal feedback to tutors, managers or CEO
- Raruraru - every morning after karakia and waiata and every evening before karakia and home time students have an opportunity to voice concerns
- Discussions and surveys on particular aspects of the programme, such as Recreation Days.

Feedback is also gathered from tutors and from work experience host organisations. The feedback gained through evaluations is used to make improvements to programmes. This is all evidenced and transparent.

Labour market outcomes for 2010 showed that approximately 80% of graduates were happy in their destination, whether they were employed or had gone on to further training. The programme evaluations reflect this satisfaction. Learners often come back in once they have left to catch up with us and share in their happiness with their new situations. They also come back to say hello to us and their peers, they are still comfortable and welcomed into our environment even though they have moved on. They still 'fit here'.

From the focus group discussion with students from both courses, it was evident that the students who participated highly valued the support they received from their tutors, including learning support, cultural support and pastoral care. Students reported they were being provided with great support and guidance, and were learning skills that were preparing them well for the workplace. They liked the whānau aspect of the organisation, which was reinforced by the group activities and fun they had together, the opportunities for group discussions and the coming together of the different classes for certain activities.

For further information, please contact Judy Kane: [education@ymcaturanga.org.nz](mailto:education@ymcaturanga.org.nz)

# Job Finders

## Key words

On the job training, work experience, apprenticeships, free

## Brief description of the organisation

Job Finders is a registered Private Training Establishment located in Tauranga and Hamilton which delivers workplace learning. This is done by placing learners into real life workplace situations to gain the life and work skills necessary to obtain meaningful employment immediately and valuable experience and/or references for future employment possibilities.

Job Finders' mission statement is:

*“Empowerment and employment through support and guidance into workplace learning”*

Job Finders has been in training and employment for over 20 years. We have a “can do” attitude towards our learners and will provide the best possible service to anyone that walks through our door. Our staff members fully understand employers' requirements and the challenges job seekers face.

Job Finders' convenient downtown locations in Tauranga and Hamilton plus local knowledge make for a user-friendly service taking the stress away from employers and job seekers by placing them in a workplace situation where they learn new skills and gain valuable experience.

Job Finders also co-ordinates the Modern Apprenticeships programme in a wide range of industries in the Western Bay of Plenty and Waikato.

Currently, Job Finders has 22 staff members. All can draw on a wealth of experience, extensive networks and local business knowledge. In Tauranga we are currently annually contracted for 130 youth learners (under 18) with TEC and 218 placements with Training for Work (TFW) contract with WINZ clients, who are over 18 years.

## WORKPLACE TRAINING

---

Job Finders

Tauranga

### Contact person

Stewart Keays

[stu@jobfinders.co.nz](mailto:stu@jobfinders.co.nz)

Phone: 07 578 9004

[www.jobfinders.co.nz](http://www.jobfinders.co.nz)

## **Our programmes**

As a result of recent government policy changes, Job Finders currently provides three types of workplace learning:

### **1. Youth Training**

Youth Training (YT) funding is allocated through the TEC and targeted towards learners with the highest risk of long-term unemployment, specifically younger learners 18 years and under. Youth Training focuses on learners gaining a valuable set of foundation skills to enable them to move into sustainable employment and/or higher levels of tertiary education. YT learners attend a special two day “in-house” seminar to obtain nationally recognised unit standards before being placed in employment.

YT learners are typically school leavers with low or no formal qualifications starting their working life and finding a career path. They may not have done well at school, and many have been disenchanted and disengaged from school for a combination of reasons. These learners also tend to have lower literacy levels.

### **2. Training for Work**

Training for Work (TFW) funding is allocated through WINZ and targeted towards more “work-ready” people - specifically “mature” learners over 18 years who are unable to find work on their own. These learners must be registered with WINZ and directly referred to Job Finders. They may presently be on some form of benefit. TFW learners do not attend the Job Finders “in house” seminar. Both YT and TFW are up to 13 week programmes.

Learners on the TFW programme vary depending on their individual circumstances, and are people who are unable to find work without further assistance or are retraining. Presently there are slightly more males than females being referred to be placed on the TFW programmes.

### **3. Modern Apprenticeships**

Job Finders co-ordinates the Modern Apprenticeships Programme in a wide range of industries. The scheme is administered by the TEC for learners aged 16 to 21 wanting to become an apprentice in a participating industry or trade. Modern Apprenticeship learners complete on and off the job assessments. They earn money as they learn, gain professional and practical skills and one or more level 3 or level 4 national certificates, depending on the industry and programme. Eligible learners completing Job Finder’s YT or TFW programmes may also move on to the Modern Apprentices Programme. Presently 32 of the 40 Industry Training Organisations offer Modern Apprenticeships.

## **Goals**

### **1. To provide our learners with the foundation skills to build themselves a better life through work.**

*How Job Finders does it:*

- a) Building confidence and self-esteem in our learners through work-place learning;
- b) Motivating our learners to set and achieve personal goals;
- c) Providing our learners the opportunity to build and/or improve their ability to manage their personal and workplace relationships;
- d) Teaching our learners basic life skills, including literacy and numeracy if required.

### **2. To find the learner’s employment niche by matching the appropriate learner with a suitable employer within a specific industry as chosen by the learner.**

*How Job Finders does it:*

- a) Maintaining a list of employers who are willing to provide workplace learning opportunities and can provide an environment which Job Finders believes will assist learners to achieve their goals;
- b) Linking learners to the Modern Apprenticeships Programme;
- c) Maintaining a cycle of regular “on the job” visits to learners and employers by Personal Managers during a job placement;
- d) Ensuring that our knowledge of employment requirements is kept constant through contact with Industry Training Organisations (ITO) assessment and moderation with Cluster Groups, PTEs, workshop attendance, presentations, and participation in pilot programmes, interaction and cooperation with various government agencies.

Before they are placed in the workplace, YT learners complete a course on safety in the workplace (based on Unit Standard 497 “Demonstrate knowledge of workplace health and safety requirements”) and learn employment skills and positive attitudes towards work. While attending this programme, learners also have opportunities to improve their literacy and numeracy. The safety training that learners complete provides a good foundation for later training, such as “Site Safe” certification required when working on building sites or other hazardous locations.

Most of the jobs in which learners are placed are “starter” jobs, which provide an entry into employment. Most are not advertised vacancies, but are offered to Job Finders directly by employers, or found through the efforts of the Job Finders co-ordinators. Most commonly, jobs are found in small firms that employ fewer than five people.

Some learners are highly motivated to find employment; others come because their parents want them to get work. In addition, some are referred by other agencies, while some come simply because they are bored or have had difficulty finding or holding work. Family support is important to ensure successful placement.

### **Support and guidance offered to learners**

What Job Finders offers its learners is simply a very personalised start on a journey to long-term employment, by taking the time to listen to their needs and wants and then matching those with practicable solutions that will work for their current situation.

Learners are placed in jobs and provided with up to 13 weeks of support from Job Finders coordinators to ensure a smooth transition into the workplace. Most of the jobs are sourced through the organisation’s networks; many are not advertised vacancies. Most placements are in practical or manual jobs in smaller workplaces. Learners are often starting out at the lowest levels in these workplaces.

Once a learner is enrolled, their Personal Manager is their contact throughout the programme. This ensures a building of strong relationships in which both parties understand and trust one another. Building these relationships is very important as most learners lack confidence both in themselves and others. Once the relationship is established then the true exchange of ideas and needs and wants of the learner are exchanged with their Personal Manager. From this exchange the Personal Manager can assist the learner forward in their employment goals.

Personal Managers are in constant phone contact with learners and visit them in the workplace every week. They are also in constant contact with employers, so are getting feedback regularly from both learners and employers. They may also work with the learner’s family at the same time. Learners receive a travel allowance during their placement and may earn up to \$80 per week without their basic benefit being affected; they continue on unemployment benefit during their placement. In some cases learners also receive support from employers.

One of the keys to success of this programme is the timing of the support offered. Staff find that their support is most successful if they start working with each learner only once a placement has been found for them. This prevents learners from getting their hopes up too early. Successful work placements occur when there is a good fit between the skills and motivation of the learner and the requirements of the employer. Co-ordinators gather information from both parties before finalising the placement. They also ensure that the learner has the equipment they need and work with families to help them provide appropriate support.

Conversations with past learners from the Job Finders programme confirmed that Job Finders provides considerable support to learners whilst they are on their job placements. During the 12-week placement, their Personal Managers had visited them in the workplace on many occasions, and phoned them at least once a week to check on how they were going. The kinds of assistance that these people reporting getting from Job Finders co-ordinators included: assistance with sorting out financial issues, help with decision-making, and support in dealing with minor issues in the workplace. As a result, they reported having increased confidence in their abilities. These people also reported that they received support from their employers. Even after the 12-week period had ended, they still received occasional follow-up phone calls from Job Finders to check on their progress. The learners contacted had been given ongoing employment in the workplaces where they had completed their 12-week placements, and were satisfied with their current employment.

### How do we know the support and guidance offered to students is effective?

Success of the support is measured in part by the employment outcomes from the programme:

- Approximately 76% of learners will gain and retain a job *after* 12 weeks (three months) of workplace learning.
- Ninety percent of YT learners who attend the 2 day in house seminar complete nationally recognized unit standards.
- At least 60% of learners placed into the workplace achieve paid employment *within* the 12 week period
- The attrition rate of learners once on a work placement is no greater than 15%
- Many are still in employment with the same employer several months later

In addition, an increased percentage of learners enrolled on workplace training programmes do eventually go on to the Modern Apprenticeships Programme.

Feedback comes from the learners, families and employers. This feedback is collected formally through written evaluations, but also we receive anecdotal and informal feedback from a range of stakeholders regularly. Informal feedback is recorded in learner files.

Learners are asked to evaluate the training they receive both at the end of the 2 day seminar and at the end of the 12 week placement. Examples of 2011 feedback gathered from learners on completion of the seminar that most learners attend before being placed in work are included here. All learners reported that the seminar met their information needs; 77% made positive comments (for example):

- “I learnt a lot of useful information about getting and keeping a job”
- “Gave me the information I needed to know about employment”
- “it made me aware of what’s ahead of me for the future”

Learners reported receiving useful support and assistance to complete their assessments:

- “I got help with understanding my report”
- “The teacher helped a lot”

They also commented on various aspects of the seminar, including the format and resources used; 92% reported that the format was interesting and easy to follow.

The table below provides learners’ assessments of their facilitators/tutors:

<b>Students’ assessment of tutors</b>	<b><i>Always</i></b>	<b><i>Sometimes</i></b>	<b><i>Never</i></b>
<b>Showed an interest in me as an individual</b>	54%	31%	4%
<b>Listened to my opinions and ideas</b>	54%	31%	4%
<b>Motivated me</b>	46%	38%	4%

<b>Encouraged me to ask questions</b>	<b>62%</b>	<b>23%</b>	<b>4%</b>
<b>Gave me enough time to finish the assessments</b>	<b>69%</b>	<b>12%</b>	<b>4%</b>
<b>Gave clear verbal instructions about the assessments</b>	<b>69%</b>	<b>15%</b>	<b>0%</b>
<b>Assessments had clear written instructions</b>	<b>77%</b>	<b>8%</b>	<b>0%</b>

The majority of learners in this group reported that they would recommend Job Finders to others. Information gathered in learner evaluations following the seminars is reviewed by the training coordinator and tutor. Suggested changes are implemented for the next seminar. Adjustments made to programme delivery following recent learner feedback have included more use of PowerPoint presentations, small group sessions, role-playing, and the provision of an open-plan learning environment. Students also give feedback about the unit standards delivered as part of the seminar, which informs staff which ones are most useful for future sessions.

In their evaluation they are specifically asked for feedback about the usefulness of the literacy and numeracy support offered. This feedback demonstrates that they are finding this support helpful, and in many cases gaining considerable confidence in being able to complete basic tasks such as filling out forms. During their placement, all learners' visits are recorded along with any feedback.

Employers are also asked for feedback during placements and at the end of the 12 week programme. Approximately 30% of employers have repeat business with Job Finders (this is subject to assessment of individual employer suitability). Feedback from both employers and learners indicates a satisfaction rate of more than 85%. Feedback from other stakeholders also indicates that more than 85% are satisfied with Job Finders performance.

In addition, word of mouth is one of the important ways that people learn about Job Finders. Approximately half of the "walk-ins" have heard about Job Finders from friends or family, school or other agencies.

All of the feedback received is discussed at team planning meetings where the information is analysed and plans are made for any adjustments made to policies and practices that are considered necessary. Corporate policies and procedures are reviewed annually.

For more information, contact Stewart Keeys: [stu@jobfinders.co.nz](mailto:stu@jobfinders.co.nz)

**PART TWO**  
**PTEs offering**  
**Industry-focused Training**

# New Zealand School of Radio

## Key words

Radio training

## Brief description of the organisation

New Zealand School of Radio is a small PTE located in the Tauranga CBD, with only one full-time employee. In addition, several part-time staff and approximately 20 contractors from the radio industry assist with course delivery. In 2011, there are 15 students studying for the 20-week National Certificate in Radio Foundation Skills (Level 3). A second intake of students will begin the course mid-year, with probably a similar number of students. Students also study extra material in-house (an additional 12 assignments) that supplements the National Certificate. The supplementary material makes up an in-house NZ School of Radio Diploma in Commercial Broadcasting and provides them with more practice in all areas of radio.

In Semester One students are mostly young school leavers 17 – 25. Semester Two always tends to have more Māori students, and will therefore focus more on Te Reo skills aiming at the iwi radio stations. Some students have previously worked in industry and enrol to improve their skills. The gender ratio is approximately 50:50, and students should have NCEA English Levels 1 & 2 to gain entry.

All students are interviewed before being accepted into the programme, a process which enables tutors to choose people who they believe will be compatible with the industry and who demonstrate a real interest in the field. In their feedback, current students reported that because the tutor has a great deal of experience in the industry himself, he is well-placed to select suitable people who will be committed to their study.

The programme provides a mix of theory and practical work, and the school operates two live radio stations. One third of the course is studio-based practical stuff, one third is theoretical, and one third is work experience in radio stations. Most of this work experience is in local radio stations, or in Hamilton, Rotorua and Auckland.

Current students reported that they chose to enrol in this course because of the reputation of the organisation and staff, the quality of outside speakers and the many opportunities the course provides to gain practical experience in the radio industry.

## Support and guidance offered to students

The full-time staff person provides most of the student support and operates an open-door policy. Students constantly come in to ask questions or seek assistance. Contractors also provide guidance and support; their contact details are available to students. They will

## INDUSTRY-FOCUSED TRAINING

---

### New Zealand School of Radio

#### Contact Person

Hamish Denton

[Hamish@radiocareer.net](mailto:Hamish@radiocareer.net)

Phone: 07 578 1521

[www.radiocareer.net](http://www.radiocareer.net)



look at students' work and answer questions. Some of the contractors are also able to assist students with finding work. Some students find the practical and technical work difficult; an outside person offers extra time for students wishing to learn more about the technical side.

A meeting is held with students every morning to pass on information; because the organisation is very small, staff interact constantly with the students and get to know them really well. Students seek help from staff with a very broad range of issues, both regarding their learning and issues from their personal lives. When required they may be referred to external services for further support.

Online resources are available to students to assist them with their studies. Students found these resources useful as they could refer to them at any time, and therefore did not have to keep going to the tutors if they had lost something. They are also able to download resources on to their own laptops to take home.

Supplementary opportunities offered to students both during and following their study ensure that students are well prepared to work in the radio industry. Through informal agreements, a small number of 3 – 6 month internships are offered to graduating students with some of the smaller stations. The manager visits all students while they are completing their internships, to check on how they are going. Internships provide students with additional training in the workplace; students receive some financial assistance, and usually apply for jobs during this time. Often, students will be picked up by the bigger networks during their internship; others may be offered full-time positions by the same station.

### **How do we know the support and guidance offered to students is effective?**

Feedback about students is obtained from the radio stations where students have been doing work experience. At the morning meetings, students are also asked for feedback on their work experience. At mid-term of each course, students complete a formal course evaluation, where they are invited to comment on what they do or don't like about the course. This evaluation is fully documented.

One purpose of this evaluation is to find out where students want to go, so that staff can help them get there. Asking what they want to achieve also helps students to focus their studies and decide which avenues to pursue, and provides information on things that need to be improved. Student feedback is discussed at staff meetings and staff generate further ideas for improvement. On the office wall is a list of changes suggested by students and staff that will gradually be implemented.

In their interim evaluation completed midway through 2011, students rated the course and tutors highly, as can be seen from the summary table on the next page.

Item rated	Below Average	Average	Very Good	Excellent
Overall quality of training	0	1	7	5
Quality of resources	0	1	8	4
Quality of guest tutors	0	2	4	7
Overall course content	0	0	3	10
Overall rating of course	0	0	2	11
Tutor 1	0	0	1	12
Tutor 2	0	0	3	10
Tutor 3	0	0	1	12
Tutor 4	0	2	5	6

In this written evaluation, students made a number of positive comments about the course, for example:

- “I’ve learnt a heap”
- “It’s challenging at times, but fun too”
- “The tutor is doing a great job”
- “The quality of training so far has been very good”
- “This course has been real motivational”

Many students stay in touch after they have graduated and remain part of the local radio industry network. Students also stay in contact with one another and help one another out in what is a relatively small industry. Radio is a tough industry to succeed in, but during their study, students learn skills that are transferable to other jobs. In the focus group discussion, students reported that skills such as sales and advertising were useful in many other different industries. Approximately 60% of completing students get jobs in the industry afterwards. Others find jobs in related fields, although some take up to a year to find a suitable job.

NZ School of Radio exchanges some information with another local course provider, and also with the NZ Radio Training School (NZRTS), in particular information about where graduates are getting jobs. A moderation agreement with NZRTS provides useful feedback about the programme. Employers also give feedback about how well students are doing, often during visits.

Because the industry is always changing, especially with the development of new technology, the course constantly needs to be updated. Examples of changing skills recently included in the course are learning how to make movies and update the website.

Student feedback indicated that they valued the support they received from their tutors, who were always there to help them if needed and also go through their assignments with them and explain things fully. One person said “if you’re struggling you just go to them and say I need help with this and they’ll give you a hand.” Because of the small number of students on the course, it was possible for tutors to get to know each student well, compared with other courses which had higher numbers of students, and who, they believed, would be getting less individual attention.

They also valued the hands-on aspects of the programme, such as the live radio station; they knew they were learning skills of real practical value, and that this would help them in finding employment. In addition, they reported they are always being introduced to people in the industry, and hoped that in the future these contacts would help

them finding jobs. One participant said "... and they can see us and see how we interact with other people and our personalities." These aspects were seen as real strengths of the course. A comment made by one participant effectively sums up this view: "For me, here you learn how to do the job. I went to uni for 9 months and you learn about stuff, you don't learn how to do stuff, and here you learn how to do stuff while you study, it's just so much better."

For more information, contact Hamish Denton: [Hamish@radiocareer.net](mailto:Hamish@radiocareer.net)

# Bay Flight Aviation Ltd

## Key words

Aviation, flight training

## Brief description of the organisation

Bay Flight Aviation is a medium-sized PTE located adjacent to Tauranga Airport. The organisation employs 20 full-time staff, and has approximately 70 students enrolled. Bay Flight Aviation offers a Diploma in Aviation Science (Level 6) and CAA aviation qualifications including private pilot's licence, commercial pilot's licence, instrument rating, and instructor rating. Staff at Bay Flight Aviation teach all the Civil Aviation Authority qualifications; in order to complete the Diploma in Aviation Science through Nelson Marlborough Institute of Technology, students must complete 4 business studies papers. In 2011, students are enrolled at Bay of Plenty Polytechnic to complete the business studies components. Students usually take approximately 2½ years to complete the Diploma, and as part of this are required to complete more than 300 practical flying hours.

Students range from 18 to 35 years, although most students are under 25. They are a mix of approximately 30% international and 70% domestic. Of the domestic students approximately 80% are European and 20% Māori. International students come from mostly India and the Middle East and are mostly male. Domestic students are approximately 75% male and 25% female. In order to enrol, students need to have completed Level 2 English, maths and physics; international students must be competent in English.

## Brief description of support and guidance offered to students

All staff provide support to students. Staff are grouped into teams; team leaders look after their team. Each student is assigned an "Instructor-Mentor" at the beginning of their studies; this staff person looks after them until they complete the course, making sure their flying is on track and helping them with both coursework and practical requirements. Students reported that they valued this one-on-one relationship with a staff member, with one person noting "it's like a friendship but you still respect them highly because they are in charge of you, but what I like is that it's not so formal or strict." In addition, instructors and students interact informally all the time, and instructors will often offer assistance during their lunch break or after hours. Focus group participants found the informal mixing helpful, and said it enabled them to get help from any instructor, not only their mentor. The mentoring system also facilitates the organisation in keeping track of student progress, and also helps to keep students on task.

When students have personal issues, they will often talk to their Instructor-Mentor, who will seek extra assistance from others or in

## INDUSTRY-FOCUSED TRAINING

---

### Bay Flight Aviation Ltd

#### Contact person

Laurence Barnett

[fly@bayflight.co.nz](mailto:fly@bayflight.co.nz)

Phone: 07 575 2747

[www.bayflight.co.nz](http://www.bayflight.co.nz)

particular the CEO as required. Sometimes students need help that the organisation is unable to provide. In these cases, the CEO is able to put students in touch with social service organisations through the Citizens Advice Bureau or Organisational Counselling Programmes. Students are also able to access support from Nelson Marlborough Institute of Technology (NMIT) and Bay of Plenty Polytechnic (business studies papers). Each year, students are invited to participate in the NMIT student conference.

Information about the support and guidance available to students is available in the Student Handbook that each student receives when they begin their study; further information is also posted on the student noticeboard. The CEO provides a great deal of pastoral care for individual students who require this, including assisting students to pass their pilot's medical.

Support and guidance is available for all students as needed. Sometimes international students need extra assistance with their English; these students will be sent to an English language school for extra tuition on arrival. When students have been referred for extra English tuition, Bay Flight Aviation ensures that the English language school has information about common aviation terms and acronyms.

### **How do we know the support and guidance offered to students is effective?**

Students complete course evaluations following their exams. Bay Flight Aviation goes on to employ most of its graduates as instructors. Employing former students means that instructors have a good understanding of the problems that students may be having with the course. In one respect, students' time of study in the organisation has been likened to a "job interview" where the organisation is constantly appraising their potential for future employment.

Feedback comes back to the organisation from student evaluations, informally through monthly meetings with students and via a "suggestion box". The staff team meets every week and discussed any issues that have been identified by staff or students. Changes are often made based on this feedback. One example of a change resulted from students complaining they were unable to fly on weekends, because of staff not being available on weekends. This problem arose each time the weather had been bad. After discussion, the organisation decided to let staff take time off during the week when the weather was unsuitable for flying but ask them to be available on weekends instead, so they could be available for students who needed to complete flying hours. This solution required staff to be willing to be flexible as well.

Past students stay in touch informally, and report on their careers. Often people call in when they are in Tauranga, or come to the weekly BBQ where staff and students mix informally over lunch. This BBQ is often attended by other airport staff, and provides students an excellent opportunity to network with others in the aviation industry. Ex-students also post to pilot blogs, where they will refer to the organisation by name.

The relatively small size of the organisation assists staff in responding quickly when students need help; often this quick response ensures that problems are solved and students successfully continue their studies. The organisation is rather like a family in this respect. Student feedback demonstrated that they value this family like feeling, where everyone mixes together. They also value the fact that their instructors were once students like them, and go out of their way to help the students because they remember what it was like for them.

Student outcomes are benchmarked with NMIT student outcomes, and the organisation also receives useful information from ASL about how Bay Flight Aviation student results compare with those of students in other flight training schools.

Feedback obtained from students in a focus group indicated their satisfaction with the guidance and support they received from their tutors, and that they particularly valued the family feel of the organisation, and having an Instructor-Mentor to whom they could always go for further assistance. Although they acknowledged that jobs could be difficult to come by in this industry, focus group participants were committed to careers in aviation in the future.

For more information, contact the Bay Flight Aviation office: [fly@bayflight.co.nz](mailto:fly@bayflight.co.nz).

# Avonmore Tertiary Institute

## Brief description of the organisation

Avonmore Tertiary Institute was established in 1988 as a private tertiary education provider offering a range of programmes designed to meet the needs of relevant industries. The organisation has relationships with a broad range of industries to ensure courses remain relevant to the changing needs of business. Avonmore trains students for the fastest growing and most dynamic sectors in New Zealand who also have consistently high demand for qualified personnel. Avonmore is registered and accredited with the New Zealand Qualifications Authority. Ongoing accreditation ensures we maintain a high standard of premises, resources, tutors and education. Avonmore Tertiary Institute has the highest rating available with NZQA. In 2006 Avonmore was awarded Training Institute of The Year! In 2008 Avonmore celebrated 20 years of providing practical and relevant education to students and for employers.

Avonmore provides NZQA approved training at Levels 5 and 6 for people wanting to enter the computing industry as Technicians or as entry level Computer Network Engineers. Students benefit from Avonmore's computer laboratories, commercial grade equipment and the collective experience of a tutoring team with extensive industry backgrounds. Avonmore has Microsoft IT Academy status and as both Level 5 and 6 courses include CompTIA and Microsoft certifications, students are able to complete their exams right here at Avonmore. At Avonmore our students are exposed to relevant technologies, practices and procedures essential to gain employment in the I.T. industry. For the majority of our population, computers have become a way of life and at Avonmore we offer students the opportunity to study courses in Computer Technician Training, Network Engineering and Administration. Students will spend 2 years studying at Levels 5 and 6 on the National Qualifications Framework.

Avonmore offers Computer Technician and Computer Network Engineering courses to prepare students for final industry-based assessments for the Diploma in Computing (Network Systems Engineering) Level 6.

Completion of the Computer Technician Certificate will see students will gain the fundamental knowledge and skills required for entry-level employment or further training in the exciting world of IT. Course modules include: PC fundamentals, elementary security issues, working in the IT industry and the installation and configuration of operating systems. Students are also prepped to complete the international certification of COMPTIA A+.

## INDUSTRY-FOCUSED TRAINING

---

Avonmore Tertiary Institute  
Tauranga

### Contact People

Alastair Melvin

[alastairm@avonmorebop.ac.nz](mailto:alastairm@avonmorebop.ac.nz)

and

Jane Townhill

[janeT@avonmorebop.ac.nz](mailto:janeT@avonmorebop.ac.nz)

Phone: 07 578 5417

[www.avonmore.ac.nz](http://www.avonmore.ac.nz)

Students who achieve the Computer Technician's Certificate can then go to complete the Diploma in Computer Network Engineering Level 5. Course modules include: media and topologies, network operating systems, network troubleshooting and security, file and print servers and Network management and planning. Qualifications that will be obtained are Avonmore Diploma in Computing (Network Engineering) Level 5 and Network+.

Computer Network Systems Engineering Level 6 is a second-level qualification, for those who have basic hardware and software skills, and who wish to pursue a career in the IT industry, particularly with a network-related focus. Students will gain knowledge and skills to design, implement and support medium to large computer networks incorporating a variety of hardware and operating systems. We extend ideas from the Computer Network Engineering course to implement, manage and design Microsoft Windows networks, including advanced configuration and administration of servers and clients; management of email and database servers; further work on security; the role of IT in business and a brief introduction to programming. As well as the Diploma in Computing [Network Systems Engineering] Level 6, the course prepares the students for several industry certifications. During the Level 6 course students may prepare for Microsoft MCSA (Microsoft Certified Systems Administrator) and MCSE (Microsoft Certified Systems Engineer) certifications.

In 2010 we had 62 students with males making up 98% of the group. Avonmore has generally struggled to recruit females into our training programmes and this is being worked on in 2011. The age groups are as follows:

Age Groups	Male	Female	Total
17 – 21 years	33	-	33
22 – 29 years	9	1	10
30 – 40 years	9	-	9
40+ years	10	-	10
<b>Totals</b>	<b>61</b>	<b>1</b>	<b>62</b>

Ethnicity NZ / European 91%. Māori, Indian and Asian ethnic groups make up the other 9%. A large number (72%) of the students came to Avonmore with Secondary School qualification while 27% had no formal secondary qualification. Prior activity saw 43% coming from secondary school, 32% were wages / salary earners, 8% came from another TEI, and 19% were on a benefit from Work and Income.

### Support and Guidance available

- Facsimile machine and phone systems are available for employment and course-related uses
- Word processing and photocopying services are available on a cost only basis
- Paraplegic facilities are available – ramps, accessible toilet and a reserved car park
- Literacy support. Once the initial needs assessment is completed the tutor and student will be advised of the requirements and the place help can be accessed. There is a cost to the student.
- Student Support Service directory is available at reception and a list of support services available is posted on all noticeboards
- Avonmore Tauranga works with students and organisations such as:
  - Workbridge: who provide professional employment service for people with all types of disability, including long-term effects of injury or illness.
  - Careers Service: who encourage and support people living in NZ to make well informed decisions about work and learning.

## Learning Support

At Avonmore in a level 5 class of 19 students we clearly have three groups of students:

- An accelerate group of high achievers who are largely self-motivated, have excellent study skills, and enjoy learning
- A middle group of students, some in their 20s and 30s who are achievers; they generally understand the material they are working on, have few behavioural or motivation issues, and are likely to become good solid citizens and valued employees.
- A small group of slower learners, generally under 20, who have not had successful experiences at secondary school. They have learning difficulties, and often poor self-concepts. Students in this group are put on **At Risk Learner Plans**, and tend to take up an inordinate amount of tutor and support staff time.

The At Risk Learner Plans are a useful tool tutors use to help students who have fallen behind in their coursework and assessments. Each plan outlines the current situation and outlines the reason why. It is important that student see the factors that are contributing to their non-completion of work. Students work with their tutor to outline a plan that will bring the student up to date with their coursework. This helps create accountability and the student realizes that they must put in the required work or they will not progress through to a successful completion.

Twice in a course the tutor and student sit down and complete a performance review and this is where At Risk Learner Plans are reviewed and any further action points that are required are set out. If no further action is required then the plan is signed off as completed. In the annual KPI report there is a section on ARLPs and at weekly tutor support meetings any such learners are identified and often the academic team can suggest other tips and techniques to help assist the learning.

These plans are a new initiative for ATI Tauranga and the effectiveness of them really won't be known until later in 2012.

A range of support services, including ARLPs, are offered by both admin and tutorial staff, with facilitation of meetings by the course administrator with agencies as required. Students are informed about such services at enrolment and important contacts are listed in the Student handbook. Each classroom has lists of important contacts on the noticeboard and tutors have access to the support directory.

The support is available to all students, although mainly at Level 5 students will present with issues that require intervention. At Level 6 the students generally require guidance and support in careers and preparation for employment. In Level 6 we have a speed interviewing seminar where students meet six employers and practice their interviewing skills.

In student focus groups, participants reported that they could approach any tutor for assistance and that tutors and management staff were helpful and approachable. They liked the course structure with classes finishing at 1.15pm, so that students could continue their study until 3pm while tutors were still available. They reported that this flexibility in the timetable allowed them to work at their own pace.

Focus group participants also reported that students will help one another, particularly in classes where there is a wide range of skill levels. In addition, students are encouraged to share their ideas in class.

There is clearly an identified need for this support and guidance – we are preparing our students for employment in the I.T industry, hence the interview and application focus. We have also introduced a mentoring programme for our graduates and have employed a tutor with recent local industry experience who spends time arranging work experience and employment interviews.

As a PTE we are also mindful of the MOE and TEC requirements for outcomes into employment and/or further training – we therefore need to support some students to achieve these outcomes.



## Evidence of the effectiveness of guidance and support offered to students

Student outcomes in the following areas attest to the effectiveness of the guidance and support provided to students:

- students who gain employment from the course: 67%
- students who complete the qualifications: 94%
- students who are successful achieving Microsoft certifications: Between 30-55%
- students who tell us that our programmes are effective when we conduct our regular tutor and course evaluations: 98%

### **Student evaluations**

Student evaluations of both tutor and performance and of the course (and Avonmore) are conducted twice per course. Course and tutor evaluations are held after several weeks of the course and again at course completion. Each student is asked to complete the questionnaire anonymously if they prefer. The completed questionnaires for a class are analysed by the Course Administrator and passed on to the Director for comment and action, as required.

Analysis of Course and Tutor Evaluations 2009-2011

Question one of the evaluation documents asks the student if the theory covered in the course has given the student the required knowledge to complete IT related tasks. Course effectiveness is the focus of this question in the Course and Tutor Evaluation document. Avonmore is keen to ensure that their training is practically focussed and gives the students the skills they came to Avonmore to gain.

Below is a snapshot of information taken from evaluations carried out from 2009 – 2011.

#### **Question One The theory content of the course has given me the knowledge to complete practical tasks**

<b>Year</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>2009</b>	52%	41%	4%	2%
<b>2010</b>	45%	51%	4%	
<b>2011</b>	43%	53%	4%	

What is evident is that there are a large percentage of students who feel that they are learning the right skills. There were a small number of students who felt that there were gaps in the application of the curriculum.

Other important questions in the evaluation document ask about the effectiveness of the learning tools, relevancy to the workplace and the overall satisfaction with the course. There were positive results in all of these areas.

Students are also requested to complete an exit interview and a testimonial form for Avonmore Tertiary – the latter is voluntary. The exit interview is conducted by a member of the administration team and any points raised are discussed with either tutors or students concerned.

### **Needs assessments**

These are carried out in several ways. At initial interview, the student is asked to disclose any literacy / numeracy issues on the course application form, and then on the domestic student enrolment form there is an opportunity for the

student to notify us of any medical or disability factors. A pre entry assessment (**aptitude test**) at the initial interview stage assesses the student's numeracy, literacy, comprehension and reasoning skills.

Student interviews are held within a few weeks of the course starting and again at the end of each course. The course tutor conducts the first interview using the prepared student Performance Review Form. The Director or Course Administrator conducts the final interview at the end of the course, again using a prepared form.

Using a pre-prepared form, each student is invited to complete a checklist as part of their interview with the course tutor. Any needs identified in this manner will be further discussed by the tutor, and provision will be made to either meet the need internally, as part of the course, or else an outside referral can be made. Students will generally pay for any individual assistance from a specialist, whereas many topics on the Needs Assessment are covered during normal class work.

Any student who exhibits any of the following behaviours – frequent unexplained absence, non-completion of an assessment, non-completion of set work, distracting other students - will be put on an **At Risk Learner Action Plan** by the course tutor, working in conjunction with members of the administration team. Provision is made in the plan for a timetable to be set for completion of the remedial activities. We currently have 8 plans in place for some Level 5 students.

Each year Avonmore Tertiary Institute completes questionnaires about staff who have been employed, and this is how we get feedback on graduate performance. When students complete a course and enter into employment, Avonmore follows up 6 months after the course completion date. A phone call is made to the graduate and it is here Avonmore Tertiary Institute can ascertain if more assistance is required.

A lot of referrals are made to Avonmore by former and current students. Family members and former students often call in for a variety of reasons, and often give us snippets of relevant information about students, their progress and their needs.

No benchmarking of student outcomes is carried out in Tauranga, comparing our results with other organisations. Benchmarking is collated at our Head Office in Christchurch for inclusion in Avonmore's statistical report to the TEC. Anecdotal evidence is often provided at the end of a course (in student testimonials for example) and by former students or their family about the positive and beneficial effects of the training provided by Avonmore Tertiary Institute in Tauranga.

Feedback received is used, if possible and practicable, to help improve and refine the support and guidance that is given to each student.

## **Focus group information**

The information provided in the summary report that Avonmore found interesting was:

### Academic Planning

Avonmore encourages our students to gain International certifications which are recognised globally. Many students have well defined career pathway, those who don't are given help to achieve this –career and business planning is a module at both Level 5 and Level 6. Some students plan to study at University, others plan to gain employment in the IT industry locally or elsewhere in New Zealand.

Most students have a well organised plan of study, utilising textbooks and resources provided. Avonmore is run as close to a real-life work scenario, where students are encouraged to think and act as employees.

The real world aspect of Avonmore is supported by a range of activities –outside industry speakers, attending a Technology expo, a careers Expo and taking up work experience opportunities as they become available. As

well, are tutors have extensive industry experience, so they can expand on theory with a wealth of practical illustrations. A significant part (40% a Level 5) of the course is devoted to practical world, where students assembles and disassembles computers, repair faults, integrate machinery and build networks. Industry speakers, field trips, and work experience practicums all prepare our students for employment.

One of our goals is to encourage students to plan for success with external certifications as well as with the internally presented modules and assessments. It is gratifying to see that our students acknowledge this.

For more information please contact Alastair and Jane on the numbers provided below.

Alastair Melvin  
DIRECTOR  
578 5417  
029 200 4513

Jane Townhill  
Operations Manager  
578 5417 ext 803  
0275 722 821

# Concordia Institute of Business

## Key words

International students, business management

## Brief description of the organisation

Concordia is a PTE accredited by the New Zealand Qualifications Authority (NZQA). NZQA considers the school as a Category 1 education provider. In a recent review by NZQA, Concordia was assessed to be Highly Confident in educational performance and its capability in self-assessment.

Concordia has campuses in Auckland, Tauranga and Hastings. The organisation is part of the National Tertiary Education Consortium (Ntec) which also includes Northern Technology Institute (NTI), New Zealand Institute of Learning and Development and the College of Future Learning. NTI shares the Concordia premises in Tauranga.

In Tauranga, Concordia delivers a Diploma of Business Management (Level 5), Diploma of Business Management (Advanced) (Level 6), and General English courses (6 modules at different levels). NTI teaches a National Diploma of Computing (Level 5), Diploma of Computing (Level 6), Diploma of Computing (Level 7) and National Diploma in Hospitality – Operations Management (Level 5). The two organisations operate separately in their delivery of courses but both access a range of shared services from the Ntec parent organisation.

All students at Concordia Institute of Business are international students, mostly aged 19 – 20, and mostly from the Indian sub-continent (Bangladesh, India and Sri Lanka), with small numbers from Asia and South America. There is a strategy in place to move the Tauranga campus to fit the multicultural format similar to the Auckland Campus. The Tauranga campus has a total of approximately 170 students, enrolled across the courses delivered by Concordia and NTI. A large percentage of students enrolled in the diploma courses are male with 5-10% being female. More women are enrolled in the General English courses. There are eleven staff in total at the Tauranga Campus, and they are supported by staff from Auckland who travel regularly to Tauranga.

In order to enrol in Level 5 courses, students need to complete IELTS level 5.5 and a high school qualification. To enrol in Level 6, students either need to have a degree or have work experience. Students are recruited through agents or visits by

## INDUSTRY-FOCUSED TRAINING

---

### Concordia Institute of Business

### Tauranga

#### Contact person

Dweepesh Khirsariya

[dweepesh@ntec.ac.nz](mailto:dweepesh@ntec.ac.nz)

or

Anne Feeney

[Anne.feeney@ntec.ac.nz](mailto:Anne.feeney@ntec.ac.nz)

Phone: 09 3795700

[www.concordia.ac.nz](http://www.concordia.ac.nz)

directors to the various countries; Many students come because they have heard about Concordia from friends who have studied here or through family who wish them to study in New Zealand in order to have a better life.

### **Support and guidance offered to students**

One staff member at the Tauranga Campus has overall responsibility for pastoral care. However, other tutors and staff also assist with pastoral care as required. When students first arrive from overseas, Concordia arranges transport from Auckland airport to Tauranga and accommodation which is complimentary for the first two weeks. They are also given a map so they will know where to find their shuttle at the airport on arrival. About 50% of students take advantage of the free accommodation; others meet their friends and quickly decide to move in with them. Having their first weeks taken care of means that neither students nor their parents need to worry.

In a student focus group, participants reported that initially they are hesitant to mix with other nationalities, but bond well with other students of the same nationality. Feedback in the focus group suggested that when students first arrive, some lack confidence in speaking English, which may mean they are slower to mix with other groups.

Some students, especially the women, get homesick when they first arrive in New Zealand. Some of the female students are newly married, and come to New Zealand leaving husbands behind. Concordia staff work with an immigration adviser who visits and talks with students and offers immigration advice. This information is particularly useful for married students who want to stay in New Zealand, and need advice about bringing their partners out to join them. Although not many students come to New Zealand with the intention of settling here, many of them like the country once they arrive and then decide they want to immigrate. Their decision depends on the circumstances, and also on whether they are able to get jobs when their studies are completed. Concordia has excellent student employment outcomes.

When there are any issues related to pastoral care, an incident report that details how the issue has been dealt with is completed and a copy sent to Auckland. Tutors' contact information, including email and cell phone numbers, is available on the student noticeboard. The campus office has a 24 hour number, so any student who has a problem can contact the Campus Manager at any time. This is backed up by another 24 hours emergency contact number for the times that the Campus Manager is not available. Full information about the supports offered to students is detailed in their "offer of place" before they arrive.

When students arrive there is a formal orientation, where everything is explained and they are each given a Student Handbook. They are shown where the city library is and helped with membership and with finding library resources. Police officers come in and explain safety to students. They learn about life in New Zealand. They also have a short session on how to make a CV, so they can apply for part-time work while they are studying. Most students have taken out loans to enable them to study, so work part time during their study.

Classes are designed to include a range of activities that are fun and focused on learning, so that students' interest remains high throughout the day. Each student is given a laptop and SIM card on their arrival. These resources help them with their studies and also make it easier for them to communicate with family back home. The campus has wireless internet for all students so that they can use email or Skype to stay in touch.

Most students have good English. If they consider they need extra English, they can enrol for free in the General English courses. Each term, a small number of students ask for extra English even though their English is good. These students opt to continue English in order to improve even further.

The curriculum includes a course on Professional Skills Development plus Business English, where students learn amongst other things more about report writing and referencing skills. From studying in New Zealand, students learn Western models of business management, which are different from South Asia. As part of their courses, they make contact with New Zealand businesses, in order to implement and apply their learning to the local context. Students reported that they highly valued the opportunity to visit local businesses and learn about Western models.

Each class at Concordia has a class representative, whose job it is to take student concerns to management. If individual students are having difficulties with any aspect of the course, they are encouraged to talk to the class representative. Students described the class representative as the “leader of the class”. When students were asked whether this system worked well, they were positive in their responses, saying that it was a good thing. They acknowledged that it can be difficult for tutors to respond to each student individually, and thought it was better for the class representative to represent the whole class, so that any issues can be easily sorted out. Small things are usually sorted out straight away, bigger issues have to be documented and addressed more formally.

Concordia makes comprehensive information available to students online through the Student Management System. Information made available includes the Student Handbook and resources from tutors related to the topics they are studying. Tutors give feedback to students on their assessments, both positive feedback on what students have done well, and explaining where they may have gone wrong.

### **How do we know the support and guidance offered to students is effective?**

Students complete course evaluations halfway through each term, so that any adjustments that are needed can be made straight away. They also evaluate each course at the end. There are also peer evaluations, where tutors share their knowledge and any good tips or ideas about good teaching. Ideas are also shared regularly in weekly staff meetings, where staff discuss student issues and decide how to address these. Staff have noticed that it is important for the student to experience something different every day, so that they do not lose interest. Therefore, they vary their teaching style all the time, and also ensure variety by inviting guest speakers from local industry or taking students into a local firm to observe and provide more stimulation.

Some of the ideas that Concordia is now implementing were derived from earlier evaluations. For example, a lot of learning in Concordia occurs through industrial visits, research and homework apart from the standard teaching techniques of lecturing, presentations and classroom discussions. Students responded well in all areas except homework and research. We figured out the cause of the problem and realised that most of the students who struggled were those who did not have their own laptops but used to borrow computers from family and friends in order to study. After some brainstorming it was decided by the management to issue laptops to all students who enrolled for the diploma courses. This would give students the flexibility and independence to complete their tasks on time and perform better in exams.

There is a programme committee meeting every week, where Tauranga staff meet via videoconference with Auckland staff to discuss how to improve their operations.

Concordia maintains a database of past students, contacting them every six months to update information about what they are doing and where they are working. Students who return to their home country are followed up by the marketing director responsible for the territory. Results are not always observable immediately following course completion, but tend to show up after 6 months or more.

Outcomes in Tauranga are benchmarked against Auckland Campus outcomes. A goal is to make students employable in New Zealand. Evidence from benchmarking indicates that Tauranga is on a par and in some courses is performing better than Auckland. The only outcomes that are benchmarked are assessment outcomes; the school can only find out employment outcomes some time later. Of the students who stay in New Zealand, 95% go into full time employment. Employers who have engaged Concordia students generally give positive feedback. However, employers are reluctant to release information about individual students, but there was an example of 6 students going to a single employer – the general feedback was positive.

A panel of industry mentors meets with directors and HODs twice a year to look at courses and assist with course development.

Feedback from students is used to improve services. One example was when a student requested a change of assessment days since the assessments were held on days they were not usually in class. This particular student

was working on the other days, so having assessment on those days meant getting time off work. This issue was raised through the class representative, and the organisation was willing change the timing of assessments.

Feedback from a student focus group indicated that participants were enjoying studying in New Zealand. They demonstrated familiarity with the supports available to them and reported finding these supports very useful. Because this group of students were still in the early stages of their studies, it was not possible to ascertain how the support and guidance that they are receiving will contribute to student outcomes. However, it was clear that they valued the opportunity to learn about Western business models and improve their English at the same time. They also reported settling in well to life in New Zealand.

For more information, contact the Tauranga Campus Manager:

Dweepesh [Khirsariya\\_dweepesh@ntec.ac.nz](mailto:Khirsariya_dweepesh@ntec.ac.nz)

# Tauranga Hair Design Academy Ltd

trading as

## Hair to Train

### Key Words

Hairdressing training specialist, female

Hair to Train Manager Donna Waterson says:

*Our vision statement is Creating Successful Futures. As a manager I believe we must create a fun, caring and relevant educational experience for our students. We want to see employable students graduate, students who not only have gained great hairdressing skills but life skills also. We have predominately females here so it is important to educate these students to make the right choice and give them tools to succeed in life. We want to stand out and we want to have a point of difference to the other providers; we love it when our students refer other students to us. We care for our students.*

*It is very important to have a good name in the industry; this facilitates employment for our students and allows us to have a two-way advisory group between us and the industry. It also allows us to identify any needs.*

*If students graduate from Hair to Train and go into employment this puts us in good standing in the community. These students can contribute to our society in a good way.*

### Brief description of the organisation

2 sites:

- Tauranga CBD
- Mount Maunganui – Youth Guarantee Programme

#### Number of Students

85 students

#### Number of Staff

12 staff

#### Programmes offered

Certificate in Elementary Hairdressing Level 3 including National Certificate in Salon Support  
Certificate in Intermediate Hairdressing Level 4

## INDUSTRY-FOCUSED TRAINING

### Hair To Train

#### Contact Person:

Donna Waterson

Phone: 07 578 5747

Email: [office@hairtotrain.co.nz](mailto:office@hairtotrain.co.nz)

[www.hairtotrain.co.nz](http://www.hairtotrain.co.nz)



40 week courses

<b>Age</b>	<b>CBD</b>	<b>Mount</b>
17 years and under	20%	100%
18-19 years	35%	
20-25 years	26%	
25 - 39 years	15%	
40+ years	4%	

<b>Ethnicity</b>	<b>CBD</b>	<b>Mount</b>
European	55%	40%
Maori	40%	53%
Pacific	4%	7%
Asian	1%	

<b>Gender</b>	<b>CBD</b>	<b>Mount</b>
Female	96%	97%
Male	4%	3%

### **Education levels at entry**

NCEA Level 1 – 12 units English; 8 units Maths

No entry level for the Youth Guarantee Programme

## **Support and guidance offered to students**

### **Internal**

All tutors offer support and guidance to the students as well as the Education Manager and General Manager. Hair to Train has an open door policy and we are all available to speak to the student in confidence.

Before the course starts, students attend a pre-enrolment day which allows them to get orientated with the academy. At this time they meet with their tutor and their class members. They are told of the expectations of the academy, taken through the programme and also career options once they have completed the course.

A karakia is always performed at the beginning of each term. We have a high population of Māori at the academy and it is very important that we acknowledge and share this very important rite.

First year students are buddied up with the second year students to provide additional support. Focus group participants talked about the importance of this peer support, where more advanced students helped the newer ones. First year students reported they found it easy to ask the second years, and one person said “last year, in year one, the students in year two really helped me... when I was struggling. I find now that I do the same with year ones, I try to explain and help them as much as I can”.

Hair to Train’s General Manager conducts a workshop with the new intakes on personal presentation which includes skin care and make up. This workshop helps the student’s self-esteem and helps them understand the requirements of the hairdressing industry. In addition the organisation has a strict dress policy to ensure that all students learn what will be required of them when working in a salon. Students are supplied with T-shirts with the Hair to Train logo to wear if they wish. We ask them to wear professional, clean attire with their make-up and hair presentable. Student feedback about these additional aspects of the support provided was very positive.

When they start their course with Hair to Train, students are asked to write a letter to themselves saying what they want to achieve and get from the course. These letters are opened when students graduate. This exercise helps

them set goals for themselves and once written, has a greater emphasis. In addition, students set goals every term during their course, and meet with their tutor each week to set short-term goals. The organisation is currently replacing Individual Student Reports with a Term Progress Report where there will be more focus on progress. These plans will be completed by the tutor and student individually in the third week of each term. Students reported that they liked these planning processes and also checking back later to see whether they had achieved their goals. One person said "It's useful because it pushes you and you're not scared. The goals we set are in course and personal as well, they don't have to be just course-related."

All new intakes in the fifth week go through a workshop that identifies their personalities. This helps the student gain more understanding of their peers and tutor, and ensures more cohesion and tolerance in the classroom. This workshop is done again when the students have been in the academy for two years to see if there have been any changes. This is a fun and informative workshop for the students. This is also a tool Hair to Train uses when identifying students to go into commercial salons for work experience to get a good fit.

Participants in the focus groups spoke specifically about the assistance they received from tutors with both understanding themselves and their personality types, and with planning for the future - both planning for their study and planning for where they might go after they finished. With regards to learning more about themselves and their personalities, the groups described a number of exercises they had done to identify their personality types, using artwork, a range of personality tests and identifying themselves as birds (e.g. peacock, dove, eagle). Students reported that because hairdressing requires constant one-to-one interaction with clients it was very useful for them to improve their understanding of themselves in order to help them in relating to clients.

Hair to Train identifies the students' numeracy and literacy skills by all students completing the TEC's Assessment Tool within the first four weeks of their study. The report allows the tutor to design a programme for each individual learner to enable them to increase their skill level. All lesson material has numeracy and literacy embedded within it with many activities to assist students with their learning. The assessment tool is then administered again at the end of the programme to show the results. Dictionaries are available in all classrooms.

Tutors can break down the more difficult parts of the curriculum into smaller and simpler parts, and also intersperse the theory and practical deliveries. Students reported that having tutors break the more difficult parts of the curriculum down into smaller and simpler parts really helped their learning. Many found the theoretical aspects of the course the most difficult, and liked having theory and practical interspersed throughout the course, for example with theory in the morning and practical in the afternoon (or vice versa).

The course requires quite a lot of maths and science; students reported there were lots of big words and things to learn about chemicals. "We learn the theory and then we get in there and do it, our tutor shows us." The course requires quite a bit of maths but it is very applied, no one in the focus groups reported finding the maths too difficult.

According to the students, tutors put a great deal of effort into ensuring that students understand each component of the course. "If we need help with something, we just ask and they'll give it" Students said that tutors are good at explaining and don't mind them asking questions. One participant said "you have to be trying, they won't just do it for you, but if they see you struggling, then they'll help". They also said that tutors made them practice the things they were struggling with, even if they didn't want to do it.

Tutors will also do spot tests on a regular basis before the main assessment, another thing that students found valuable. One person said that the spot tests helped her to know what she needed to study, and also liked it that tutors gave them information about what would be covered in the test, so they could focus their study. Students reported that they also self-assess or work with each other.

Each term the intakes are rotated and have different tutors so all tutors get to know all the students. This creates a very personal and caring environment - the "Hair to Train Family". Focus group participants noted several times the "family-like" atmosphere of the organisation. They reported that they liked working with the different tutors, reporting

that each taught in a different way, so they were learning different ways of doing the same tasks. Students described their tutors as observant, patient, understanding and approachable. Another positive aspect of knowing all tutors was that any tutor was able to respond to students when required.

The family atmosphere is also reinforced by strict attendance requirements, with students being required to notify the organisation if they are unable to attend for any reason. The minimum attendance requirement is 90%, which allows the student 16 days off per 40 weeks, which we believe is reasonable. We want our students to understand the consequences of being employed and most employers allow five days sick leave per year. Students with 100% attendance are rewarded.

In addition, because tutors know the students well, they are often proactive about identifying issues in either their studies or personal lives. Students appreciated their tutors understanding and intervening at times to make suggestions or ensure they were getting the support they needed.

Students are given help with preparing for employment through completing a CV, role plays to learn interviewing techniques and work experience. Role-plays give them more confidence and make them less nervous when applying for jobs. They receive assistance with getting salon placements. Work experience is individualised. One focus group participant said "If they think that you're ready they'll come up to you and ask you if you want to go into a salon, they'll tell you what salon to go for", and another "they suit your personality to the salon". Any students considered "unreliable" (e.g. with less than 85% attendance) are not given the opportunity for work experience. Students thought this was a good practice. "They don't want to put people who don't turn up to the course up for a job, it will reflect back on them." However, as they get close to finishing their course, students do go out on work experience more frequently; they reported that many salons ring up and ask for students. In addition, we have two fully operational salons that create workplace assimilation; this gives the students "real life clients and situations" so they are more capable when they enter the workforce.

Hair to Train also holds annual events which encourage team building, fair play and sharing; these include The Amazing Race, Easter Egg Hunt, shared lunches, breakfasts and movie days. Mufti days are once a month with students bringing a can for the Tauranga Foodbank if they can afford it.

The 30 students in the Youth Guarantee programme have extra support and guidance in regards to life skills. The students undertake the following skills in their first term: Food/diet education, making the right choices, this including making lunch and breakfast. We show them how to make tea and coffee and present it to a client correctly and hygienically. We show them how to clean a bathroom correctly. The students also learn how to iron and sew repairs. In the second term there is a focus on sport, team play, budgeting advice and drug and alcohol information, with external agencies being invited to help provide some of these areas.

We always try to have bread and breakfast spreads available to our students so they are able to start the day in the best possible way, we also supply tea and coffee for their breaks. Tutors also take the students out daily for a walk. We find that combining some exercise into the daily lives of our students energises them and helps them concentrate more in the classroom.

Hair to Train has the same school holidays as the primary schools here in Tauranga. This allows our students with children to spend time with their families throughout the year. A Whanau afternoon is set up for the end of the first term where family and friends come in and view what the students have achieved. This is a very special time to share and get to know the extended family of Hair to Train.

Graduation is held once a year recognising our student's achievements and is celebrated with all their friends and family. Three awards are given out along with the graduating certificates to recognise outstanding students. A Youth Guarantee student receives a free scholarship to the Year 2 Certificate in Tauranga valued at \$5500, Year 1 student receives a voucher of \$300 to purchase a pair of scissors for their second year with us and the 2<sup>nd</sup> year student of the year receives a \$500 voucher towards the cost of the National Certificate in Hairdressing.

Professional Development for the tutors is a main focus and regular attendance at the Sydney Hair Expo, working within the commercial hairdressing industry, in-house conferences, on-going training in numeracy and literacy and relevant workshops pertaining to the pastoral care of our students to inspire and excite students and to keep up with our ever changing industry.

### **External agencies**

The General Manager liaises and coordinates with the local community to bring external agencies into the organisation to support the students. Students have access to pamphlets, information and important telephone numbers in their student handbook as well as a "Worry Folder" which is available in all classrooms and contains information about support offered by outside agencies. Guest speakers come in on a regular basis to provide relevant information to our students.

Hair to Train has an agreement with Bethlehem Tertiary Institute where a student in their second year of a Bachelor of Counselling comes in for 2 days a week across both sites as their practicum and counsels those students who require this service. Students can make appointments through their tutor/ managers or directly with the counsellor. This service is free and completely confidential. Students can take any issues they want to discuss to the counsellor. One focus group participant noted that one of her tutors had suggested she might want to go and talk to the counsellor, saying "that blew me away because she was obviously thinking of me and what I might need". Several people who participated in the focus groups had been to the counsellor and found her helpful.

Students also have access to three seminars with Family Planning on contraception, sexually transmitted infections and healthy relationships. Hair to Train also has a health nurse who comes and talks to the students in regards to the students' menstrual cycle. These seminars are held for all new intakes.

Hair to Train is fortunate to have a Māori consultant who works specifically with students. He provides an enlightening seminar to all students in their first term. The goal is for students to gain a better understanding of Māori culture and customs in relation to hair, a respect for other cultural perspectives on hair and a professional attitude to clients from varying cultures. The Māori consultant also advises Hair to Train staff on any issues regarding Māori and is a great role model to our students. He performs the karakia for our annual Graduation Ceremony.

We use both NZDDA [New Zealand Drug Detection Agency] and the Tauranga Police to come in on a regular basis to provide information on the dangers of drugs and alcohol. This helps the students to make educated decisions. NZDDA also supply drug testing kits we may randomly use if we suspect any drug use on site. This is to protect clients, students and staff.

We have close relationships with young fashion retail outlets in Tauranga whose staff come and speak to students on the latest fashion and presentation at an affordable price.

The local branch of Citizens Advice Bureau staff come in and do workshops on budget advice and how it is important. We help students budget their allowances to ensure they keep healthy with advice on grocery shopping.

We have also had a chiropodist in the academy, talking about the importance of correct footwear. As our industry spends a lot of their time standing this was a very relevant subject.

Hair to Train is an active member of the local BOP Hairdressing Industry - an arm of NZARH (New Zealand Association of Registered Hairdressers). This organisation meets on a monthly basis to discuss issues regarding the industry. This relationship is very strong and endorses the fact that as a training provider we try and deal with only registered hairdressers. We rely on these salons to provide work experience and employment for our students and feedback on our courses. Salon owners are invited into academy to talk about their expectations of students; these visits also allow the salon owners to see our academies. We also supply these salons with students if they are short staffed and require temporary junior stylists and our relationships also allow tutors to complete some of their professional development in these salons.

Hair to Train is very involved with the BOP Regional Hairdressing Competitions, helping with the programme and running of the event. Both tutors and students compete in these competitions, providing an opportunity for students to step outside their comfort zones and be really creative. It also allows them to be recognised by the industry as future stylists.

### How do we know the support and guidance offered to students is effective?

Hair to Train hold a Student Forum each term which provides added support and currently a Student Council is being formed as an extra support to the academy's students. These forums provide opportunities for students to discuss any concerns with their tutors, and for tutors to identify student needs. Important notices are read out at weekly meetings with students and weekly student newsletters are compiled. Students can also communicate with one another and their tutors on a Facebook page; past students are also able to keep in touch in this way. From the Facebook page, we are able to get feedback from past students about the usefulness of the training they received.

Hair to Train is moderated by HITO (Hairdressing Industry Training Organisation) and works with this organisation to ensure that we are delivering the correct material to our students.

Hair to Train is a member of:

- NZAPEP [New Zealand Association of Private Education Providers]
- WBOPP [Western Bay of Plenty Providers]
- NZHPP [New Zealand Hairdressing Private Providers]
- Tauranga Chamber of Commerce
- Priority One
- Her Business Network

All these organisations provide external support to our organisation to ensure we operate professionally and are able to provide our students with the best possible training.

We are continually getting feedback from students and industry. Our students would not be employed if we were ineffective. We have very successful completions and qualifications and this shows through the lack of student withdrawals that the students enjoy and achieve whilst at Hair to Train.

### Student Evaluations

Each term formal student evaluations are done and collated into an analysis report to see if any trends are happening. We have three evaluation forms for the three different programmes we run.

These evaluation forms are very specific and look at feedback in regards to:

- The course
- The facilities and resources
- The tutor
- The pastoral care support

The tables below summarise very recent evaluation feedback from Youth Guarantee and Certificate students at the end of 2011.

Table 6: Term 3 2011 evaluation summary Youth Guarantee students

	Poor	OK	Average	Good	Excellent	Total
<b>Satisfaction with delivery of course content this term</b>	0	0	0	13	5	<b>18</b>
<b>Did you find staff approachable and helpful to your needs</b>	0	0	3	6	9	<b>18</b>
<b>Would you recommend this course to others wanting a career in hairdressing</b>	0	0	0	3	15	<b>18</b>

<b>How would you rate your overall satisfaction with the course so far</b>	0	0	0	6	12	<b>18</b>
--	---	---	---	---	----	-----------

Table 7: Term 3 2011 evaluation summary Certificate students

	Poor	OK	Average	Good	Excellent	Total
<b>Satisfaction with delivery of course content this term</b>	0	0	4	12	16	<b>32</b>
<b>Did you find staff approachable and helpful to your needs</b>	0	0	3	8	21	<b>32</b>
<b>Would you recommend this course to others wanting a career in hairdressing</b>	0	0	0	5	27	<b>32</b>
<b>How would you rate your overall satisfaction with the course so far</b>	0	0	0	12	20	<b>32</b>
<b>Do you think this course is good value for money?</b>	0	0	2	10	20	<b>32</b>

An example of how feedback from evaluations is implemented is:

We were getting lots of feedback from the students in regards to our cutting programme; they were saying that it was not long enough and they were not feeling confident about going into the salon and dealing with clients. From this we decided to extend the cutting programme and we can now see the students are happier and more confident. The Year 2 course was adapted to reflect these changes. We at Hair to Train are continually striving to improve on what we offer our students through using feedback in this way.

From the information provided by participants in the student focus groups, it was clear that students at Hair To Train receive a great deal of personalised support and guidance from their tutors, in planning for their careers and future, in getting to grips with the more difficult aspects of the curriculum and in managing personal lives and issues. The organisation was described as “like a family”, with a team of caring and responsive tutors who get to know their students well and take a genuine interest in their development through the course and beyond. This supportive atmosphere was also evident amongst the students, who reported that the more experienced students helped the newer ones, and that it was always OK to ask for help from others when they were stuck. Because of the wealth of support offered to them, students reported they were always able to get the help they needed in a way that worked for them.

For further information, please contact Donna Waterson: [office@hairtotrain.co.nz](mailto:office@hairtotrain.co.nz)

# Dive HQ Tauranga

## Key words

Flexibility, upskilling, water safety, dive training

## Brief description of the organisation

Dive HQ Tauranga is an audited and approved delivery site for the Academy of Diving Trust which is registered as a Private Training Establishment by the New Zealand Qualifications Authority pursuant to the Education Amendment Act 1990.

The organisation has 4 staff and 24 students: 13 full-time and 11 part-time.

### Programmes offered:

Diploma in Professional Scuba Instruction; full-time 36 weeks, Level 5

National Certificate in Diving (Leadership); part-time 36 weeks, Level 4

National Certificate in Retailing; part-time 36 weeks, Level 3

National Cert in Adult Education & Training; part-time 36 weeks, Level 4

Students range in age from 18 - 40 years old. Current students include:

European	19
New Zealand Māori	3
Samoan	1
Brazilian	1

We have two full-time female students and four part-time female students; the rest of the students are male.

Education levels vary from no formal secondary qualification through to tertiary graduate.

The courses provide students with both theory and practical skills. Students reported that both were important, and that "to progress through the theory you have to do the practical". Diving gives them the chance to put theory into practice, to learn to use their dive gear and familiarise themselves with important skills, such as navigating under-water, so they would be more relaxed. By the end of their course, they are required to complete 100 dives, most of these in the ocean.

## INDUSTRY-FOCUSED TRAINING

---

### Dive HQ

#### Contact person:

Nicki Clithero

Phone: 07 578 4050

Email: [nicki@diveshop.co.nz](mailto:nicki@diveshop.co.nz)

[www.divehqtauranga.co.nz](http://www.divehqtauranga.co.nz)

A flexible approach to programme planning enables the tutors to schedule the various activities to fit with weather conditions or students' needs. In the focus group, several participants commented about this flexibility:

*(The tutor) will plan at the start of the week and ask us do we want to spend the whole week in the classroom, or do we want to do a dive, and that works in our favour.*

*So if we turn up and we're all keen as for a dive, he'll usually just postpone the class and we'll go.*

*like if it's rainy we'll spend it in the classroom, and then go out on sunny days.*

Courses are structured so that students build on the skills they are developing. Students stressed the importance of the diving right from the beginning of the course, so that they became comfortable in the water, and were equipped to deal with a range of difficult situations that could happen while they were diving.

### **Support and guidance offered to students**

Students are provided with a full briefing of the support services available as part of their induction programme and are supplied with a copy of the induction material to refer back to at their convenience. Their Enrolment Pack gives full details of support services available. Counselling between students and staff is encouraged at all times, when anxieties, concerns, weaknesses or personal problems are identified. Some students have difficulties with literacy and numeracy or are stressed by written assessments. Early identification of student problems allows correction, remedial attention and ensures that minor problems do not become major setbacks later.

All training staff, management and the Academy of Diving Trust offer support to students. They are encouraged to liaise with their Instructor or the Facility Director whenever they need support. Guidance is available to all students studying under the Academy of Diving Trust. Students who participated in the focus group reported that tutors were both accessible and approachable, and that the course felt very much like being part of a family. One student said "they relate to us so easily, we're like their kids".

Support may be required in many different areas, and a lot of corporate organisations provide access to organisations such as EAP (Employee Assistance Programme). Dive HQ students are no different from our employees in their emotional / physical / learning stresses, so it is important that we are proactive in this area to develop solutions before the need arises.

Student feedback was very positive about the flexibility within the course. Additional opportunities – such as visiting Kelly Tarlton's to swim with sharks – are offered following suggestions made by students. The course is taught four days a week. Any students who are having difficulty can access additional assistance either in the evenings (since the store is open until 7pm) or on Fridays when no classes are scheduled. One participant reported: "Also, if we fail anything on the course, fail any exams we can come in any time out of school hours and find an Instructor and work with one on one and get a bit extra". They appreciated the course philosophy of aiming for a pass rate of 100%, so that no-one failed.

Focus group participants also reported that while they are students they receive a lot of additional benefits, including opportunities to go on extra dives for free, free use of the organisation's dive gear out of course hours, discounts for purchasing their dive gear and opportunities to complete additional courses at reduced fees.

They emphasized the importance of learning to work as a team as an important skill in the diving industry and found team work was essential, both in packing up to go on a dive as well as cleaning all their gear afterwards. They reported that diving always necessitates team work in the water as well, and they always dive with a buddy. Because the class size is quite small, students found the team approach worked well and students support each other.

Throughout their course, focus group participants reported they are encouraged to think about future employment and given help with job interview skills and writing their resumes. Several people were interested in travelling to get work



in commercial diving; they also reported that their tutors would help them find jobs through their own connections. In addition, they are also meeting people from previous courses, who often join in to keep their certification current or who drop by for a chat or to join in on a dive. Students appreciate these more experienced people sharing skills and exchanging ideas.

### **How do we know the support and guidance offered to students is effective?**

Current management / ownership of this facility is 18 months old. To date we have not had any students require support & guidance measurements. However, I understand that other facilities who provide training under the banner of the Academy of Diving Trust have utilised this service. As a group, we proactively share information to enable each site to become a more effective provider.

As part of the enrolment process, we obtain a copy of each student's Record of Learning. This is then compared to the Training Needs Analysis for the programme they have enrolled in. Any deficiencies are identified immediately so that they can be covered as part of the course that the student has enrolled in.

Performance Reviews from the students are undertaken during the course as well as at completion. The information derived from these is assessed by the Facility Director to determine which parts of course material or delivery methods can be improved. Suggestions from the students are taken very seriously, and as the programme allows, we strive to make amendments to ensure student satisfaction is met.

Informal and anecdotal feedback from students and past students is very valuable. We offer a relaxed and fun loving learning environment which our students respond to very well. Students to date have been very forth-coming with verbal feedback, which we in turn act upon. Some of the feedback obtained from students is reported above.

Success can only be measured in successful completion rates. Successful completion has risen by 22% over the past 18 months.

The student focus group provided additional evidence from current students of the importance of the support and guidance they are being offered. Overall the focus group participants were very enthusiastic about their course, and had clearly chosen it because of their interest in being on the water and diving. All reported wanting to pursue a career in this field. They were very happy with the structure of the course and the mixture of theory and practical skills. They particularly appreciated the flexibility and being able to have input into decision-making. They found their tutors very approachable and helpful, and reported that tutors provide every opportunity to make their study successful.

For more information, please contact: Nicki Clithero: [nicki@diveshop.co.nz](mailto:nicki@diveshop.co.nz)

**PART THREE**  
**Further training for**  
**Industry Employees**

# Cornerstone Training and Management Services Ltd

## Key words

Industry training, health and safety training

## Brief description of the organisation

Cornerstone Training and Management Services Ltd provides industry health and safety based training, using a network of highly skilled trainers throughout New Zealand. The organisation offers short courses in:

- commercial transport,
- forklift skills,
- licensing and endorsements,
- 4WD,
- all-terrain vehicles (ATV),
- chainsaw skills,
- tractor safety,
- height safety,
- confined space,
- first aid, and
- fire safety.

The organisation provides these courses to approximately 700 part-time students at various locations as required. There are three staff, plus a number of contract trainers who are brought in as needed.

## Support and guidance offered to students

Because all of the courses offered are very short, the kinds of support that students need are different from the needs of students in longer programmes, in that they are much more immediate. Cornerstone offers reader-writer support for students who need it. Students are selected for their courses by employers who are also able to identify any students who might need extra assistance.

The organisation provides all students with information about the course before they begin; feedback from students indicates that they found this information useful so that they all knew what the course was about before they started. Trainers are all highly skilled themselves, and regularly receive feedback from the Manager based on observations of their teaching. These observations ensure that all trainers are working well and including all students.

FURTHER TRAINING

FOR INDUSTRY

---

Cornerstone Training and  
Management Services Ltd

Contact person:

Graham Smith

07 579 6012

Email: [graham@cornerstone.co.nz](mailto:graham@cornerstone.co.nz)

[www.ctms.co.nz](http://www.ctms.co.nz)

## How do we know the support and guidance offered to students is effective?

Students complete course evaluations for every course. After each course, the trainers also fill out project activity reports that contain comprehensive information about the course and identify any problems. The organisation randomly surveys employers every three months, asking them how well their staff training has met their needs.

Educational achievement of learners enrolled in Cornerstone Training and Management Systems programmes has been consistent over the past few years, with a 90% pass rate on average reported. Industry stakeholders have also reported measurable improvement in workplace practices after sending staff to complete short courses at Cornerstone.

A focus group was held with a group of people completing a one-day forklift refresher course; all were experienced in the industry and were doing the course to ensure their knowledge and skills were up-to-date. Participants indicated that the course content was both useful and appropriate. One comment was: "It's good to learn some things that are new (such as) we have to wear seat belts". They reported that they found the course well-structured, teaching materials were clear, and the trainer was well-informed and helpful. They liked the relaxed classroom atmosphere and reported that the lack of pressure to perform was conducive to learning. The trainers facilitated group discussion so that no-one was singled out but everyone had a chance to complete the assessment.

Many of the focus group participants were Māori, and reported that they appreciated having a trainer who was also Māori and shared their sense of humour, knowing how to put them at ease. The trainer facilitated discussion so that everyone felt comfortable contributing. Learners said they had liked receiving the course materials prior to coming to the course, so that they knew what to expect on the day.

For further information, please contact Graham Smith: [graham@ctms.co.nz](mailto:graham@ctms.co.nz)

# Fruition Horticulture

## *Supervisory training in horticulture*

### Key words

Horticulture training, supervision, business management

### Brief description of the programme

Fruition Horticulture is primarily a horticultural consultancy firm. Fruition Horticulture, in conjunction with the Horticulture Industry Training Organisation and NZ Kiwifruit Growers Inc developed a programme directed at raising the skills of key supervisors. This took place in late 2007 in response to issues that were raised from the kiwifruit season earlier that year. The programme, known as Effective Supervision, is run throughout the country, either as in-house, or mixed classes. The course is applicable to all supervisory staff in the horticultural sector including viticulturalists, contractors, arboriculturalists, nursery staff, vegetable and other fruit production staff. More recently supervisors from outside of the horticultural industry are engaging in the programme.

The face to face part of the programme is held over four days with the first two days being run 2-3 weeks prior to the last two days. In addition to the four days training there are two days of assessment workshops. The programme has assessment work made up of a total of 46 credits under the NZQA framework. Programme participants can obtain a National Certificate in Business (First Line Management), Level 4 on full completion of the assessment work. This assessment work is undertaken partly in the workshops but mostly in the workplace where the learner focuses on their practice as a supervisor. In the Bay of Plenty, the students actually enrol with the Bay of Plenty Polytechnic under a Memorandum of Understanding between Fruition and the Polytechnic.

Two Fruition Horticulture staff are dedicated part-time to teach this programme, one working mainly as the tutor and the other marking the work. Both of these staff members maintain contact with the learners as they work through their assessment work, providing guidance and support throughout this process.

The learners are adult learners, ranging in age from 18 to 40+. Since beginning the programme there have been 395 through the course (142.17 FTEs), 55% of whom were male and 45% female. A majority (88%) of the learners are European/Pakeha New Zealanders. A significant minority of learners identify as Maori (9%) while at times courses have included a large number of Asian students, some of whom are English speakers of other languages (ESOL).

## FURTHER TRAINING FOR INDUSTRY

---

### Fruition Horticulture (BOP) Ltd

#### Contact Person:

Sandy Scarrow

or

Wendy Bradley

Phone: 07 928 5350

Email:

[sandyscarrow@fruition.net.nz](mailto:sandyscarrow@fruition.net.nz)

[wendybradley@fruition.net.nz](mailto:wendybradley@fruition.net.nz)

[www.fruition.net.nz](http://www.fruition.net.nz)

There are no entry requirements for the programme but learners are informed that the programme is a level 4 qualification and that there is a requirement that they undertake assessment work following the workshops. The assessment work involves written assessments based around the workshop topics but related to their workplace. People either come onto the course as self-referrals or they may be recommended to the programme by their managers.

### **Support and guidance offered to learners**

Fruition Horticulture provides learners with two key contacts for the Effective Supervision programme: the programme facilitator and the Academic Manager. Learners can contact these people via phone, email, text, fax or mail and are given many opportunities to utilise this assistance as they progress through the programme and the assessments. Recently a Facebook page has been set up in order for learners to have a distance opportunity to interact with other members of the class. Skype has also been mentioned as an opportunity for distance learners to interact with their tutor. There is still little 'traffic' on this Facebook page.

Students are well informed of this guidance and support available on their first day of training as they are taken through the induction booklet and reminded of it as they leave the face-to-face session on the last day. In the focus groups, participants indicated that they particularly valued the supports they are offered during the face-to-face sessions. They also appreciate the opportunities to discuss what they are learning with students working in other locations.

All students have access to this guidance and support but some learners are identified as possibly needing more support, particularly those coming back into formal education having been in the workplace for many years and those ESOL learners.

### **How do we know the support and guidance offered to students is effective?**

Students complete a course evaluation at the end of the 4 day face-to-face programme. At the completion of the 12 month programme, students are emailed a survey form to comment on the guidance they have been given in completing their assessment work. Informal feedback is also noted during conversations with the learners and their employers. Fruition holds formal meetings with the employers to identify their needs and in these sessions we also glean feedback on the support and guidance offered.

An external organisation, the Bay of Plenty Polytechnic, recently undertook a series of focus groups in which they focused on the issue of how well we guide and support our students. Key themes that emerged from these focus groups are:

- Students reported difficulty in completing their assessment work once they return to the workplace. Reasons given for this include:
  - Difficulty balancing work place commitments with their study and assessment work
  - Preference for the face-to-face interaction rather than telephone or email
  - Difficulty understanding the tasks required of them in the assessment booklets
  - A feeling that they were repeating themselves while giving answers to different assessment tasks.
- Overall enjoyment of the face-to-face format of the workshops
- *On-line library use*

Fruition Horticulture (BoP) Ltd has a focus on continuous improvement. Any feedback received is discussed by the training team in order to lock in what is working well and also change what should be and can be changed. In response to some of the feedback we have received we have made the following changes:

- We have budgeted for more time with the students to support them in completing their assessments.
- We maintain more regular contact with the students when they are back in the workplace to encourage them to complete their qualification.

Further changes to consider are:

- Gaining more commitment from the employer to allow their staff to complete their assessment work in work time rather than in their own time.
- Encouraging students to use the technology available to ensure the virtual learner support groups are maintained via Facebook.

For further information please contact:

Sandy Scarrow (Managing Director): [sandyscarrow@fruition.net.nz](mailto:sandyscarrow@fruition.net.nz) or

Wendy Bradley (Academic Manager): [wendybradley@fruition.net.nz](mailto:wendybradley@fruition.net.nz)

**PART FOUR**

**Bible Colleges**



# Faith Bible College

## Key words

Biblical academic study, field ministry training, residential programme

## Brief description of the organisation

We are an interdenominational Bible College who prepare servant leaders for the end time global harvest who manifest the character of Christ and minister in the supernatural power of the Holy Spirit.

Faith Bible College employs 11 staff, and has 29 fulltime and 2 part time students.

## Programmes offered

Certificate in Ministry Development Level 4 (40 weeks)

Diploma in Christian Ministry Level 5 (40 weeks)

## Age groups of current students

18 – 25                      11

25 – 69                      20

**Gender:** 20 Male, 11 Female

## Ethnicity

European                      22

Māori:                              3

Pacific Island                      2

Asian                                4

Students' education levels at entry vary considerably.

## Support and guidance offered to students

Faith Bible College offers an extensive 3-day orientation programme at the beginning of each semester for all new students. We recognise that campus living is new to some students and the orientation is designed to foster the beginning of often life-long relationships as well as giving students guidelines, which will enhance a sense of community.

Tutors, including adjunct lecturers, encourage interaction with students in the classroom where students can feel free to explore and develop their beliefs, understandings, and freely question topics which may arise. During the teaching of subjects, lecturers facilitate an open discussion focusing clearly, defining the assignment requirements to ensure all students are on track to not

## BIBLE COLLEGES

---

### Faith Bible College

#### Contact people:

Rhena Kulasingham

&

Maralyn Macleod

Phone: 07 5442463

Email:

[registrar@fbc.ac.nz](mailto:registrar@fbc.ac.nz)

[maralyn@fbc.ac.nz](mailto:maralyn@fbc.ac.nz)

[www.fbcnz.com](http://www.fbcnz.com)

only submit by the due date but also complete the assignment to a high quality.

Of the eleven staff, three support staff with fewer teaching responsibilities are available with an open office policy for any student outside lecture hours. Students can approach any of the staff personally or ask via the receptionist for an appointment with that staff member.

Students are allocated to small groups, which are led by a staff member and meet fortnightly. This is also an opportunity for students to access support covering all aspects of their learning at Faith Bible College, i.e. academic, life generally or spiritual matters

The Field Ministry Co-ordinator is assigned to support all students during the field ministry component of their course. This includes liaising with each student regularly as well as the student's supervisor on-site. One adjunct lecturer is a qualified counsellor and is available to any student on request.

We provide pastoral care and administrative support to all international students including visa applications and assistance in settling into a new culture. We are currently developing a process to better assist graduates' pathways to higher learning or employment. All student support and guidance is available to all students.

Due to the age, diversity and ethnicity of the students the needs are vastly different. International students come with English as a second language. Students have vast differences in their educational levels and life experiences. Some students need academic support, whereas others need spiritual support. We offer whatever support the students need in order to achieve. We are successful especially due to our comparatively high staff/student ratio and small class sizes, which allow us to personalise our support.

### **How do we know the support and guidance offered to students is effective?**

In the academic area we are constantly monitor the 'due dates' of assignments and ensure students submit assignments by the due date. If a student has submitted an assignment which is below a pass grade the tutor will make contact with the student and provide assistance in any area needing further development.

In the spiritual area we measure in basically three areas:

- Daily and weekly duties students are involved in: tasks, attitudes and commitment are among the areas the students are assessed on. Results are graded then recorded on their transcript.
- Students are involved in conducting church services some Sundays and also undertake extended Field Practicum placements. Participation and performance in both these areas are assessed.
- Students are involved in the delivery of sermons to their peers each semester in the college prayer house. These are graded and included as a subject in their academic transcript. Any student who has musical or singing abilities is given the opportunity to become part of a worship team supporting the student taking the sermon.

The effectiveness of the support and guidance students receive is measured by their successful completion of these course requirements. This is reflected in the high retention and graduation rates at Faith Bible College.

Anonymous and confidential evaluations are carried out each semester (i.e. twice yearly) and include student feedback on quality of teaching, classroom environment, general campus living etc. including the level of support available. Examples of recent student feedback included the following comments:

*It is good that this subject is not just taught as theory. The lecturer puts much emphasis on the practical application of it all and that is great!*

*Strong emphasis on thinking and philosophy. Maybe some more historic events and an outline of all happenings of Apostolic to Medieval would be helpful to understand better and for the assignment*

*Great, useful, every topic has been meaningful*

*Very good. Good topics in Yr II and has really expanded my knowledge and increased my hunger to know about these subjects.*

Evaluations are read and discussed by all staff at a staff meeting specifically to evaluate all the comments students have recorded. Depending on the content, Faith Bible College will address any concerns and make policy changes and/or improvements to the way support is offered to the students. This is done by assessing the practice currently in place. If the practice is producing the desired outcome we continue with it, if not we go through a review process to seek the best practice to achieve the desired outcome and implement the new process.

During orientation students share (and are videoed) with one another, including what they hope to achieve during their course. We video each student again at the end of each semester asking what they did achieve. This provides additional evidence that the support we are offering to our students is effective.

A large percentage of students enroll based on recommendations from past students and also parents who have been students who recommend their adult children to attend Faith Bible College.

Faith Bible College is part of the Christian Tertiary Ministry Educators Society (CTMES), a national association of Christian training providers. This organisation meets four times annually to discuss and support each other with issues and successes within our field. These meetings provide opportunity to discuss different approaches to how we offer support and guidance for students and to share any new and/or innovative initiatives. The move towards standardised qualifications will enable Faith Bible College to benchmark student success and retention more effectively.

Feedback from a focus group discussion identified the student body was aware of all the types of support offered and were accessing all areas of support. Students appreciated the wide range of resources available. They enjoyed the environment which encourages peer support, the family-oriented student-teacher relationships, the pastoral care and personal counselling and the way they were developed and valued as a whole person. Three key words the researcher captured from the discussion that students felt summed up their learning and living experience at Faith Bible College were: **encouragement, respect and understanding**.

For further information please contact Rhena Kulasingham: [registrar@fbc.ac.nz](mailto:registrar@fbc.ac.nz) and or Maralyn MacLeod: [maralyn@fbc.ac.nz](mailto:maralyn@fbc.ac.nz)

# South Pacific Bible College

## Key words

Church of Christ, Bible studies, South Pacific.

## Brief description of the organisation

South Pacific Bible College is a Tauranga-based PTE. There are two full-time and 5 part-time staff. In addition, visiting lecturers also contribute to the teaching – usually there are between three and five visitors each term who come mostly from Australia, USA or Asia.

The College offers a Diploma in Advanced Biblical Study (Level 5) over two years. They also offer a Diploma in Christian Ministry (Level 5), which is a one-year course. Students who wish to complete the Diploma in Christian Ministry must first complete the Diploma in Advanced Biblical Studies.

There are currently sixteen students enrolled. The age of students varies; at present students range from 18 to 60 years. There is a fairly even gender mix; students require an entry-level education. Students are a mix of domestic and international (in 2011 there are approximately 70% international). International students come from many different countries, at present there are students from Fiji, the Philippines, Thailand, USA and Chile. Students learn about South Pacific Bible College either from the work that staff do overseas, or from the reports of previous students.

## Support and guidance offered to students

Students who come from overseas to study at South Pacific Bible College are offered assistance with their study plans, completing English tests and obtaining visas. The College also helps with accommodation when they arrive. Feedback in the student focus group indicated that students valued this help in preparing to study in New Zealand:

*I had no problem getting my stuff done back home, they sent me everything I needed, and I did my part back home and they sent me the application, I sent it back, they sent me an English exam, I sent it back and then next thing they sent me everything that I needed in order to get my visa*

*... everyone's taken care of, has something to eat, a place to live, and whether we have a car or bike or walk to school, we make it here, and [name] is excellent at getting us what we need.*

At the beginning of the course there is a three-day orientation camp. This has replaced the former orientation programme where students simply sat in a room and received information. Having

## BIBLE COLLEGES

---

### South Pacific Bible College

#### Contact Person:

Roger Craig

Phone: 07 576 9091

Email: [rogerc@spbc.org.nz](mailto:rogerc@spbc.org.nz)

[www.spbc.org.nz](http://www.spbc.org.nz)

got feedback that students found the orientation programme boring, this was replaced by a camp with lots of different activities, such as learning how to write papers, becoming familiar with the local area, team building exercises and sports. Staff and students are all involved in this camp together, so it provides an excellent opportunity for everyone to get to know one another. During the camp, the Student Dean talks with second year students and invites them to offer help and support for the new students, since they know how daunting it can be at the beginning. As a result many second year students work with the first year students particularly during their first term when the classes are separate. Subsequent to the first term, students are all in the same class.

The Student Dean ensures that the College fully implements the Code of Practice for the Pastoral Care of International Students, and is available to support all students. The Christian base of the organisation means that staff care about each one of their students and consider it important to help them grow in a holistic way. The small number of students means that staff get to know the students well, and that students form strong bonds with one another.

Some students reported they did experience culture shock when they first came to New Zealand and some were homesick. In the focus group they also reported that the support they received helped them adjust to being in New Zealand.

All tutors have an open door policy. If students want to see a tutor, they can ask to see them at any time. During the week there are also specified times when tutors are available for consultation. Students thought it was helpful being in a small class where they could easily interact with the teachers. They enjoyed the easy communication with their teachers who knew them well and cared about them.

International students also receive support from local church members, who help them with typing assignments, and informally make them welcome and supported. The availability of this kind of support outside the College means that students can approach whomever they feel most comfortable with if they are having a problem; external support people also work closely with College staff.

Culture affects which students are likely to access support. More “Westernised” students have no hesitation in asking for support, students from some other cultures are less likely to come forward and ask. As a result staff make a point of asking students when they see signs of any issues. Students commented in the focus group that their teachers were good at recognising students’ moods, and gave examples of being approached by staff to check they were OK. They reported that they appreciated that their teachers cared about them as people.

Sometimes students are referred to further support outside the organisation. The Student Dean raises finances through external organisations for situations when students might be struggling or need extra help, so that South Pacific Bible College can then pay for external services, such as counselling. One of the organisation’s goals is to send students out as “holistic people”. In order to be able to work with and assist people and groups once they have graduated, it is important for students to first know themselves.

In order to enrol with South Pacific Bible College students must first have good English skills, and attain Level 5.5 IELTS. Students usually come with better skills in written English than spoken. In their first year, new students participate in English language classes.

Comprehensive information is provided for each subject in the course prescription; students also receive a Student Handbook with lots of information such as how to use referencing and tips for writing assignments. Teachers go over each piece of assessment with the class, and students are encouraged to ask questions when they do not understand. They also allow students to submit drafts of their assignments for feedback before final submission. Students found the marking sheets with assessment criteria for assignments a useful guide for them in knowing what was expected.

A class representative system has been in place for many years. In 2011, the class representatives have been asked to take more of a leading role. Previously they were more reactive, and a conduit for conveying student problems to management. Now class representatives are asked to be more proactive in identifying potential gaps or issues, and then to work with students as far as possible to address these. Often that may involve linking a student who is struggling with a particular aspect of the course with another student who they know will be able to offer them assistance. The class representative is also encouraged to come to staff to request help that may be needed by students.

Because there are so many different countries and cultures represented among the students, different cultures are incorporated into important events such as graduation. Food was another example given where students shared from their own culture. One participant reported:

*There's a table at supper for each culture. The students organise dinners and lunches where we cook stuff from our own countries and we have meals... when there are visiting teachers from other countries... and last year at the end of the year we did a thank you lunch for the staff here.*

Student feedback indicated that they appreciated opportunities to share their own culture with others and to learn about others from different cultures.

### **How do we know the support and guidance offered to students is effective?**

The organisation does student evaluations every term. Each student is asked individually how things are going and feedback is requested. Following these meetings, a brief report is written. Facebook is also a useful tool for keeping in touch with students and knowing how they are going. At fortnightly staff meetings, student progress is discussed and formal records are kept. Having both male and female staff on the management team means that both gender perspectives can be included when discussing students. The organisation maintains contact with most students once they have left for at least five years. Past students also donate regularly into the student support fund; this allows the organisation to maintain its high level of student support. Students who receive support are encouraged to communicate with others about how they are progressing.

At the end of the year, students complete a written survey, and are asked to identify which aspects of their studies have been most useful to them. When they complete their course, each student has an exit interview which is very comprehensive. Students are asked about their entire experience, both positives and negatives, what subjects have been most relevant, what they would like to see changed. They are also asked to comment on their teachers, and on their own spiritual growth. This information is analysed by staff in order to identify areas for further improvement. Plans for various things to be changed are made with dates for completion.

Feedback from a focus group with 10 students indicated that they believe they receive excellent guidance and support from their teachers. International students reported that they are provided with the information they need both prior to coming and also on their arrival in Tauranga. Valued supports included the orientation camp, course prescriptions and assessment guides, an introductory English writing course early on, and the class representative system. Students were very satisfied with the support they are receiving, reporting that staff are usually available to answer their questions and provide additional guidance. Students are also encouraged to help their peers. The general environment in which these students are learning sounded supportive, with staff getting to know students well and taking an interest in their development as people, not only in their progress with their studies. International students reported that it was difficult to adjust to living and studying in a different culture and climate, but they were well supported in adjusting to life in Tauranga.

For more information, contact the Dean of Students Roger Craig: [rogerc@spbc.org.nz](mailto:rogerc@spbc.org.nz)

**PART FIVE**

**PTEs offering  
Degree-level Programmes**

**Key words**

Relational, available, genuine

**Brief description of the organisation**

Bethlehem Tertiary Institute (BTI) is a highly regarded provider of professionally approved teacher and counsellor education programmes. Our graduates are thoroughly prepared and qualified for early childhood, primary and secondary teaching roles throughout New Zealand's diverse education sector, as well as counselling roles in a wide range of settings.

Our motto here is *Great Hearts + Minds*. This sums up our dedication to both personal and professional growth; our belief that we can inspire and encourage people to grow holistically as well as academically. Stretching our students toward excellence in their chosen field is a high priority and developing the "whole person" as an integral part of that process is really important to us.

We are a growing community of learners who are motivated by a Christian faith that is meaningful to us and fuels our passion to be agents of positive change. We want to make a difference in the world - and we attract those who want to do the same.

Approximately 47 academic staff (10 Masters, 6 PhD)

**Numbers of students:**

Approx 260 in teacher education, 220 in counselling

112 flexi delivery (Bachelor level),

63 flexi delivery (Graduate diploma level)

23 flexi delivery (Diploma level)

233 Onsite (Bachelor level)

**Programmes offered**

Graduate Diploma of Teaching (Secondary) - 1 year, Entry Level 7 – previous degree necessary

Graduate Diploma of Teaching (Early Childhood) – 1 year, Graduate level 7 – previous primary teaching degree necessary

Diploma in Teaching (Early Childhood) – 3 years, Graduate Level 7 – University Entrance or over 21 years old

Bachelor of Education (Teaching) Primary – 3 years, Graduate level 7-University Entrance or over 21 years old

Bachelor of Education (Teaching) Early Childhood) - 3 years, Graduate level 7- University Entrance or over 21 years old

**DEGREE-LEVEL PROGRAMMES**

**Bethlehem Tertiary Institute**

**Contact Person:**

Penny Merton

Phone: 07 579 1720

Email: [p.merton@bti.ac.nz](mailto:p.merton@bti.ac.nz)

[www.bti.ac.nz](http://www.bti.ac.nz)



B. Ed (Teaching) Primary or ECE Diploma DIPLOMA TO DEGREE UPGRADE – 35 weeks, Level 7  
Bachelor of Counselling – 3 years, Graduate Level 7 – Entry 25 years or older (as a general rule)  
Diploma of Teaching Studies (Tonga) – offered to teachers currently working in Tonga who are untrained

### Information about students

NZ European/Pakeha: 87% of EFTs  
Maori: 12.4% of EFTs  
Pasifika: 0.7% EFTs,  
Under 25 years old: 33.7% EFTS (102.4 FTEs), 31% for level 7 courses

### Support and guidance offered to students

At Bethlehem Tertiary Institute we believe that individuals are important and they need to be supported especially when embarking on a new phase of life. We are committed to our students' success, and want to minimise barriers to their learning. Because of this a broad range of support is available.

Each year group of students has a Cohort Mentor (staff member). The Cohort Mentor is assigned to look after students throughout their programme, and meets with each student individually twice a year, to ensure they are on track with their studies. In the student focus group, participants reported it was very supportive having one person who got to know them well and followed their progress throughout their entire course of study. In addition, one staff member is the Student Support Coordinator. She is also the International Student Coordinator.

One staff member is the Pastoral Care Coordinator. He is available for meeting with students all week. There are also two supervised third year counselling students who make themselves available to students free of charge to discuss life issues. In addition BTI also has access to a number of professional counsellors, psychiatrists etc, (some of whom are also free) for referrals when necessary.

Students reported that they received excellent pastoral care during their studies. Two people summed this up by saying:

*It's not so much that pastoral care is offered formally, it's an informal, open door policy, all lecturers and staff have an open door policy, so you can just make a time, or pop in, or any kind of needs can be talked about whether it's emotional, financial.*

*... you can actually go and see a lecturer about anything, not just about the topic that they teach, and they really genuinely want to help you as a person... They actually really care.*

Specific supports are also available for students with disabilities or who are suffering financial hardship, accommodation issues or relationship concerns. A doctor's clinic across the road from the institute offers discount rates to students.

Cultural support is offered to students. The institute has a kaumatua and his wife who are available for students wishing to discuss Māori issues. In addition, the lecturers for the Māori course are also available. Tongan and Samoan lecturers are available for Pasifika enquiries. Focus group participants, who were training to be teachers, considered that learning about Māori culture in particular was very important for them in their future careers.

Teacher trainees who participated in a focus group reported that each year, they complete a PIPI (Personal Inquiry, Personal Integration) group paper. PIPI groups are smaller groups, where students focus on different aspects of their development as teachers. One participant noted:

*The paper is based around the idea that as teachers we teach out of who we are, and so they've designed this paper that kind of helps us to recognise who we are as learners and helps to develop who we are so that when we go into a classroom we can teach out of a whole person.*

PIPI groups share a lot of personal material with one another, which means that students have different relationships with people in their PIPI group, because they get to know each other really well. Usually groups stay together throughout the three years of their study; each year, they will have a different staff member. Focus group participants found these groups very useful for looking at personal concerns, and helping them understand themselves, why they want to be teachers and who they are as learners. PIPI groups were an important part of the support and guidance that this group of students received.

## **Learning Support**

The main source of support for students is their lecturers. Participants in the student focus group felt supported in their studies from the very first day, because of the encouragement of the lecturers. They appreciated their "open door" policy and also liked that their lecturers got to know them well and were interested in them as "whole people".

One staff member is a Learning Advisor, although lecturers are also available to students for academic support. All Year One students must attend learning centre tutorials in the first term which cover the basics of academic study, including time management, essay writing, referencing etc. One-on-one and small group help is also available from the Learning Advisor.

At the start of the year, BTI also runs *Get Set*, a 6-day intensive which covers study skills in more detail. Not all students do this course, but those in the focus group who did reported it was helpful, and said that they received resources they could use throughout their studies. *Get Set* was begun in response to an identified need.

In addition there are a large number of resources available online through the BTI student website. These resources include Powerpoint presentations, readings, Learning Centre resources and online library resources. Focus group participants discussed the usefulness of the online resources, which they noted made information available quickly. They also liked being able to access online resources from home.

BISA, Bethlehem Tertiary Institute's student association which has elected members from each class, provides informal student support and voices student concerns and opinions in the running of the institution. In addition, BTI has active Facebook, Twitter and YouTube pages, and a BTI Blog.

Information about support services is available in the Student Handbook which all students are given at the start of their training. The receptionists also direct people to the various sources of help. In addition, during Orientation, the staff (and students) concerned introduce themselves to the students.

## **Evidence of the effectiveness of support and guidance offered to students**

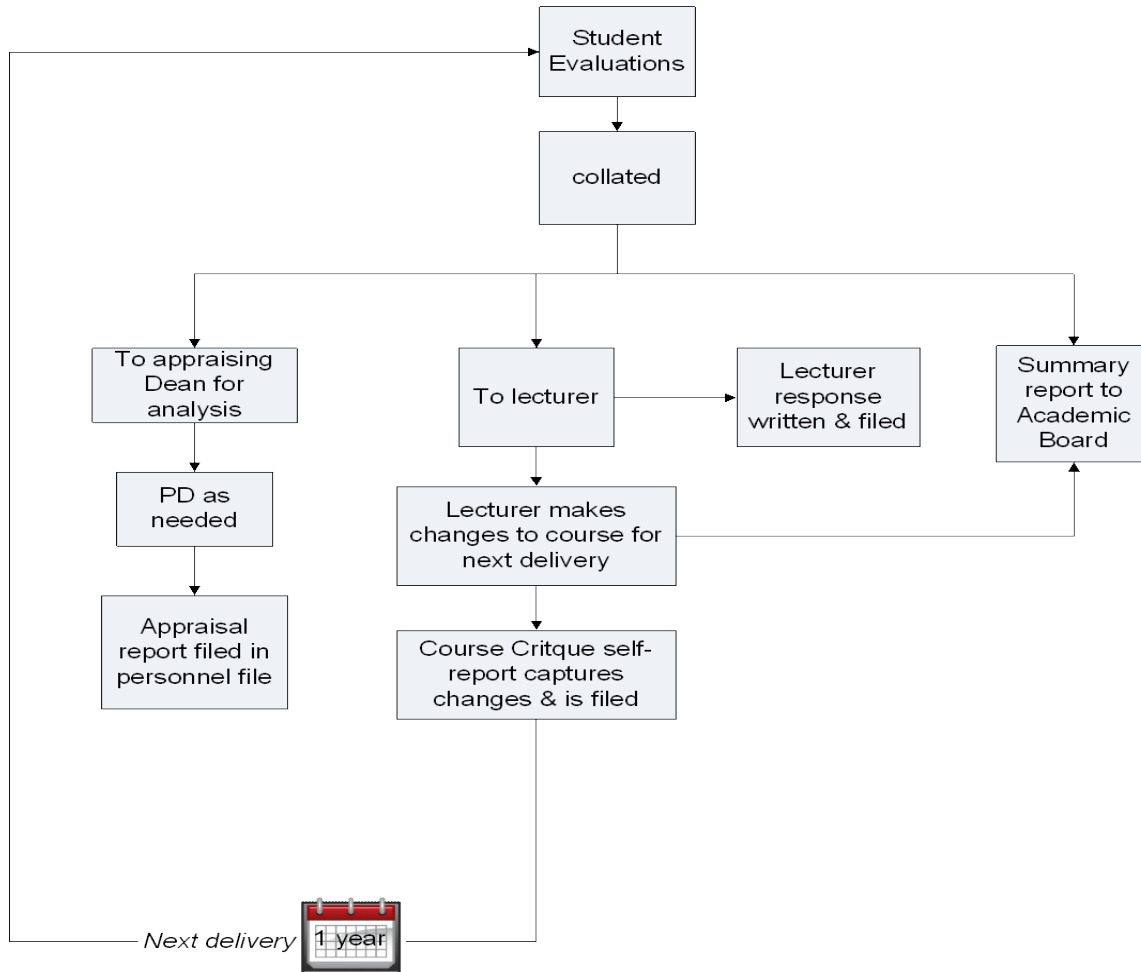
Bethlehem Tertiary Institute collects a range of information about the effectiveness of support and guidance offered to students. Evaluations are given to the students at the end of each programme which ask them to comment specifically on the level of support offered by the Learning Centre and library staff. The comments made are overwhelmingly positive. Many students are fearful of launching into academic study and the fear of failure can be a major barrier to even enrolling in the courses. Students greatly appreciate the specific addressing of this issue by the provision of the tertiary studies lectures, and by the availability of the learning advisor for specific one-on-one difficulties throughout the course of their studies. A number of students have freely admitted that they would not have continued in their study without that support, and they have been surprised and delighted with the burgeoning of their own academic ability.

In addition, a section of the course evaluations asks for student feedback on lecturer availability. Again, students appreciate the willingness of lecturers to answer questions regarding assignments and check that the students are on the right track with their essays. A significant amount of feedback is also received verbally and via email, sometimes

at the time the assistance is given and sometimes much later. Often thank-you cards are given to individual lecturers as well.

The following flowchart illustrates how Bethlehem Tertiary Institute uses the information collected from student evaluations to inform decision-making:

## STUDENT EVALUATION & COURSE REVIEW PROCESS



In addition to student evaluations, informal/anecdotal feedback is welcomed at any time from students, past students, families, etc. via any source.

In the focus group discussion, it was evident that participants thought that BTI provides excellent support for students, through an open door policy and a holistic range of support services. They thought that having a broad range of services meant that students could choose the mode of support that suited them best, with some expressing a preference for face-to-face interaction with staff and others liking the immediacy and convenience of

online services. Overall, they were satisfied with the guidance and support provided in a caring and holistic environment.

For further information, please contact Penny Merton: [p.merton@bti.ac.nz](mailto:p.merton@bti.ac.nz)

## Discussion

The case studies highlight the many different ways in which all of the PTEs support and guide learners throughout their study. This section draws out some of the common themes from the case studies, and identifies examples of good practice. Information from the focus group discussions is also used to support the case study themes. Commonalities are also compared to findings of other studies.

### Six common themes were identified:

- A focus on supporting and developing relationships, both between tutors and students, and amongst students;
- Provision a range of academic supports, including academic and career planning, resources and supplemental instruction;
- The importance of being “adaptive” organisations, with small class sizes and learner-centred programmes that cater well for diverse students;
- Applied and practical programmes linked to industry needs;
- Collecting and utilising feedback about their services from a range of stakeholders, including students;
- Many are values-based and have a family-like atmosphere.

## Supporting and developing relationships

In the case studies, PTEs have described the importance of tutors/lecturers developing one to one relationships with each of their students. Through the establishment of these relationships, tutors are then well-placed to ensure that each student receives the kind of support they need. These relationships also mean that students are comfortable in approaching their tutors for support, not only with their studies, but in other areas of their lives. The information gathered in the focus group discussions also attested to the importance of good relationships between tutors and students, and that students found their tutors their most important sources of support.

Most of the PTEs also reported activities that provided opportunities for students to establish good relationships with one another. Very often these relationships were fostered through planning social events. For example, YMCA reported that students engaged in recreational activities regularly. Bay Flight Aviation reported holding a weekly barbeque attended by tutors and students, and very often attended by pilots from the airport next door. Dive HQ emphasised the importance of good relationships between students, who will need to rely on a buddy while diving.

Previous researchers have also reported that relationships between students and tutors, students and administrative staff and amongst students are important for student success (Manalo, et al., 2010; Prebble, et al., 2005; Zepke, Leach, & Prebble, 2003; Zepke, et al., 2005).

## Academic supports and resources

All of the PTEs offer a range of academic supports to students. Many emphasise the importance of good orientation programmes, particularly for international students. Concordia provides a comprehensive orientation programme that gives each new student information about living and studying in New Zealand. Each student is also provided with a laptop when they arrive; the organisation also provides transport from Auckland to Tauranga and complimentary accommodation for the first two weeks. Similarly, South Pacific Bible College offers international students help with visas and with accommodation. A three-day orientation camp provides opportunities for new students to get to know one another and staff, and engage in many different team-building activities and sports.

Career planning is an important focus for most of the PTEs who provide students with considerable information and guidance in choosing their goals for the future. PTEs who are training learners for employment in a particular industry provide their students with comprehensive information about that industry, and expect students to dress and behave appropriately for the workplace during their studies. They also provide students with a range of opportunities to gain experience working in the industry, often alongside industry mentors and professionals who are able to offer them assistance in gaining employment when they graduate. Those PTEs who offer foundation-level training also encourage

students to identify their career goals and to gain the skills and qualifications they will need in order to pursue their chosen goals.

All of the PTEs offer their students a range of resources including textbooks, handouts and copies of Powerpoint presentations. Many make resources available online, which means that students can access these from home as well as during their classes. In the focus groups, students indicated that they had the resources they needed for their study. Some expressed a preference for online availability, others preferred a paper-based system, attesting to the importance of organisations ensuring a range of resource delivery modes are available.

Supplemental instruction was available in most organisations. Some PTEs, such as Bethlehem Tertiary Institute and South Pacific Bible College reported that they offered additional classes in particular subjects in response to student requests. Other PTEs, such as Hair To Train broke more difficult topics into smaller and more manageable chunks, so that students would not be overwhelmed with information that was hard to assimilate. Most PTEs offered additional tutoring to students, either individually or in groups, as requested by the students.

The importance of all of these factors has been supported by previous research. Zepke, Leach and Prebble (Prebble, et al., 2005; Zepke, et al., 2003, 2005) have on a number of occasions attested to the value of sound academic advice, supplemental instruction for difficult subjects, orientation programmes and good facilities and resources in supporting student retention and successful completion.

## **Adaptive organisations**

There were a number of ways in which the participating PTEs could be seen as adapting to the needs of their students, while at the same time ensuring that their programmes met industry requirements.

From the case studies, it can be seen that the participating PTEs had small class sizes, which means that tutors have good opportunities to get to know their students well. Small classes also provide a good setting for tutors to deal directly with individual learners, and to be responsive to their needs in a timely fashion. Other researchers have also found that small class sizes lead to better retention and success because in smaller classes, teachers are better able to forge relationships with their students (Zepke, et al., 2005). In smaller classes, students are also more willing to participate and ask questions (Zepke, et al., 2005).

In addition to having small class sizes, most of the organisations reported that their teaching was learner-centred, with learning tailored to the needs of individuals. In order to be learner-centred, PTEs reported a flexible approach to learning and teaching. In many organisations, the programmes were designed to be flexible and adaptable. For example, Job Finders tailors their programme completely to individual learners, with each learner being assigned their own “personal manager” to assist them in work placement.

For some organisations, such as Employment Plus and EmployNZ, learners are able to study at their own pace and sit assessments when they think they are ready. In other organisations, for example Hair to Train, tutors monitor students’ responsiveness in class and slow the pace when students report being overloaded with information they find difficult to understand. This organisation also mixes theory and practical sessions to avoid overloading students with too much theoretical information at one time. At Dive HQ, tutors modify their daily programme according to weather conditions – focusing on theory on days when weather is unsuitable for diving.

Zepke, Leach and Prebble (2005, 2006) have noted the importance of a learner-centred culture that adapts to the needs of individual learners and has flexible teaching, administrative and assessment systems for student retention and success. Students in the focus groups also reported that they greatly valued this aspect of their studies.

## **Individual learner plans**

In addition to being able to provide individualised assistance when needed, in some of the organisations individualised learner plans were put in place as a guide for both learners and tutors. Learner plans recorded the goals of individual learners and were also used to measure their progress towards their goals at various points along the way. In one

organisation, learner plans were used only for those students identified as “at risk”, who tend to be those students who have not succeeded at school and require extra assistance.

A good example of how individual learner plans are used is EmployNZ. All students entering their *Steps to Success* programme are asked to choose two career goals and research what qualifications and experience they would need to pursue each of their chosen careers. Each student’s learner plan is then tailored to help them fulfil the initial requirements for their chosen career/s. These students first need to complete unfinished NCEA credits, before going on either to employment in their chosen field or further study. Having the individual learner plan in place assists the student in understanding how their study will lead them towards their career goals. It also assists the tutor in providing relevant advice and support. Both tutor and student will know when these goals have been achieved and the student is ready to move on. With individual learner plans in place, learners are motivated to complete their studies as quickly as they can, and are able to graduate from the programme when they are ready and have reached their goal.

Many of the PTEs reported that teaching is designed to meet diverse learning styles and preferences. At Avonmore Tertiary Institute, learners identify their predominant learning style early in the programme, and tutors use a mix of delivery styles to ensure that all students’ learning preferences are provided for. Hair to Train assists learners in identifying their personality type and when offering work experience attempts to match students’ personalities to particular hair salons.

Other organisations cater for students from diverse ethnic backgrounds, including international students. For example, South Pacific Bible School has students from a number of different countries as well as domestic students. Diverse cultural practices are incorporated into their graduation ceremonies and social events. Other PTEs who have international students also reported a learner-centred approach that allows them to adapt to diverse students and provide a range of support services to suit.

Previous research has noted the importance of organisations adapting their teaching and support services to suit a diverse student population (Manalo, et al., 2010; Prebble, et al., 2005; Zepke, et al., 2005, 2006). Indeed, Zepke, Leach and Prebble (2006) claim that an adaptation discourse that places learners at the centre of institutional processes is likely to improve both retention and success.

## **Applied and practical programmes linked to industry**

Many of the PTEs in their case studies emphasised the practical or applied nature of their programmes. For the most part, these PTEs were training their learners to work in a particular industry, such as radio, diving, hairdressing or with computers. Students indicated in the focus groups that they valued highly the practical experiences they gained in their organisations, and several compared their programmes with similar university courses which did not have the same practical component.

Some of the PTEs organised for their students to complete work experience as part of their studies. Access to work experience usually depended on the competency level of the student and their perceived “readiness” for the workplace. For example, Hair To Train have two fully operational hair salons on site offering services to the public, and also place their more skilled and reliable students in hair salons around Tauranga. Salons will often phone the organisation requesting students.

The Radio School operates a local radio station which provides students with hands-on experience; students also obtain work experience with a number of other local stations. On completion of their course, some students may be offered short-term internships with particular stations, in order to gain further experience.

All of these practical and industry-related experiences offer students opportunities to put into practice the skills they are learning. In addition, work placements sometimes lead into employment. For example, Job Finders report that many of their learners who go into short-term placements are then offered continuing employment. Both the Salvation Army Employment Plus programme and the YMCA employ a “work broker” whose job it is to help students to find both work experience and employment.

In order to ensure that programmes are preparing learners for employment in particular industries, most of the PTEs consult extensively with industry people. For example, Concordia meets regularly with a panel of industry mentors who advise them on course content and assist with course development. Others, such as Dive HQ, the Radio School and Bay Flight aviation make a point of introducing their students to people working in the industry during their studies. In some cases, these contacts assist students in gaining employment once their studies are completed.

It was evident from both the case studies and focus group discussions that students value highly the practical nature of their studies with the participating PTEs and the opportunities they have to gain experience in particular industries. Through these opportunities, students gain a good understanding of the industry they are aiming for and the expectations of the workplace. They are then well prepared for employment.

Two recently prepared documents - the *Bay of Plenty Regional Tertiary Education Action Plan 2010 – 2015* and the *Review of Tertiary Education Needs for the Western Bay of Plenty Region* (APR Consultants Ltd., 2010; Priority One, 2010) - both emphasise the importance of tertiary education providers in the Bay aligning their education provision with identified regional industry needs. From the case studies it would appear that those PTEs that are training learners to work in particular industries through their close links with local industry and employers are ensuring that their programmes meet the needs of industry.

## **Collecting and utilising feedback**

All of the PTEs reported that they regularly gather information from their students about the programmes and support services they offer. Most also noted that they have strong links with local industries and employers, who provide feedback on the relevance and suitability of training programmes. Many have exit interviews with students, and also follow them up after they have graduated, to find out how useful and relevant their studies have been for both employment and further study.

The PTEs also reported that they found participation in the present study useful. Writing their case studies provided them with an opportunity to reflect on their organisations and how they supported their students. PTEs also reported that they found the information gathered through the focus groups helpful. In most cases, the focus group discussions provided further validation of the information that the PTEs collected. They also gave students a greater opportunity for in-depth discussion of support services than was usually possible in brief student evaluations. One organisation reported that they were surprised (and delighted) at how positively their students spoke about their organisation in the focus group.

Several PTEs bench-mark their student outcome data either against data from another branch of the same organisation, or against other PTEs training within the same industry. All of the PTEs used the information collected from students and industry stakeholders to improve the services offered to their students. The importance of institutions knowing and researching their own institution has been identified by other researchers (Zepke, et al., 2005).

## **Values-based**

Many of the PTEs reported that they operate from a strong values base. Students from these organisations reported in the focus groups that the values of their organisation were very important to them. In particular they valued the holistic support they received. For instance, students at Bethlehem Tertiary Institute said that support services focused on the whole person, that they were encouraged to get to know their own unique talents strengths and weaknesses, and that they knew that their lecturers cared about them as people. Each student was part of a Personal Inquiry, Personal Integration (PIPI) group in which they shared personal concerns and were helped to know themselves. Similarly, at Faith Bible College students reported that the organisation supported their growth as “whole people”, and that weekly “care groups” ensured students could discuss what was happening in their lives. Faith Bible College and South Pacific Bible College both emphasised the importance of spiritual growth for their students.

YMCA emphasises organisational values of honesty, respect, caring and responsibility as integral in their programmes, and takes a holistic approach that seeks to develop mind (hinengaro), body (tinana) and spirit (wairua) in each person. Students in the focus groups liked this values-based approach to their learning, and reported they were learning important values that would be useful to them in employment. They also liked the daily focus on Māori cultural values.



Many of the smaller PTEs operated in a family-like atmosphere that was valued by both staff and students. In these organisations, students had a sense of “belonging” that they reported was very supportive of their studies. For example, Hair To Train described how they deliberately foster this family atmosphere through tutors getting to know all students well, reinforcing attendance requirements and social activities.

## **Differences between programmes**

When looking at the five groups of programmes, some differences between the groups could be seen. PTEs whose focus was on foundational and employment skills all offered LLN support throughout their programmes, and supported their students in finding employment or moving on to further study. Their programmes were very learner-centred, in most cases students were able to learn at their own pace and get individual assistance as required.

Only two PTEs were offering further training for people already employed in industry. Both focused on providing high quality resources for students, and students came into their programmes with relatively high levels of existing skills. However, the kinds of further training offered were also quite different, with one PTE offering short courses to keep workers current with industry practice, while the other offered management training for staff employed in a particular industry.

Many PTEs were offering their students training for employment in a particular industry. All of these programmes led to structured qualifications relevant to that industry. However, delivery of course content was still flexible, and these organisations were still able to offer supports tailored to individual students’ needs. One of the most highly valued aspects of the programmes offered by this group of PTEs was their practical and applied nature. In addition, many provided opportunities for their students to meet potential employers and to undertake work experience during their studies.

Two PTEs offered courses in bible study; both had a mix of domestic and international students. Features of these PTEs were the explicit values base that was highly valued by students and the excellent level of pastoral care offered. Both staff and students described these programmes as holistic. However, many other PTEs also offered holistic support to students, and went beyond the classroom to ensure students were able to deal with life issues outside of their studies. Several other PTEs also operated from an explicit value base.

Only one PTE in this study offered degree-level programmes. This PTE was slightly larger than the others and was the only one to have specialist student support services, including a library. This PTE also had a strong Christian value-base and offered student supports that were holistic. Although specialist support services were available and well-used by students, they very often sought support first from their tutors who they reported knew them best.

Although a number of differences between the different groups of PTEs were identified, they were less important than the commonalities described above. Therefore, the commonalities have been given a greater prominence.

## ***Principles for Practice***

From the six common themes identified in both case studies, six principles for practices have been derived. These principles will have greatest relevance for staff working in PTEs, although the above Discussion also shows most of them have also been identified as important across a range of TEOs.

1. Supporting and developing relationships, both between tutors and students, and amongst students is important for student success;
2. A range of academic supports is needed in PTEs that includes orientation, academic and career planning, resources and supplemental instruction;
3. It is important for PTEs to be “adaptive” organisations, with small class sizes and learner-centred programmes that cater well for diverse students;
4. Student success in PTEs relies on provision of applied and practical programmes linked to industry needs;
5. Successful support for students rests on PTEs collecting and utilising feedback about their services from a range of stakeholders, including students themselves; and

6. Values-based programmes that provide a personal and caring environment or have a family-like atmosphere are highly valued by students and contribute to successful outcomes.

## Conclusion

The purpose of this project was to gather information from PTEs in the Western Bay of Plenty about successful strategies for supporting and guiding students and the effectiveness of student supports from a student perspective, in order to share good practice examples both amongst this group and also nationally. From the case studies and focus group discussions six principles for good practice were identified.

PTEs are very often smaller TEOs and because of this most do not have specialized student support services available. This means that tutors and other staff are responsible for providing student support. Therefore, the importance of fostering positive relationships between tutors and students, and amongst students, should not be underestimated. In addition, smaller PTEs are able to offer their students a flexible learning environment with small class sizes, tailored to the learning preferences of diverse students and able to be responsive to their needs. PTE staff usually know their students well, and provide a range of supports that include academic and career advice, induction into the organisation and programme, supplemental instruction as required and pastoral care.

Students reported that they valued the friendly and family-like atmosphere that many PTEs created, and the applied and practical nature of their studies, which they felt were equipping them to work in their chosen industries or careers. The focus group findings demonstrate that PTEs are able to offer students the support and guidance they require in ways that are flexible and tailored to meet students' needs. Tutors play a key role in supporting students and the student feedback demonstrates that students value highly the personalised support they receive during their studies. Most students expect that with this support they will achieve success in their chosen programmes of study.

Various kinds of evidence have been provided by the PTEs in their case studies that attest to successful outcomes for their students and demonstrate the kinds of feedback each collects and how that feedback is used to improve their services. Although each PTE is different and therefore employs different strategies for supporting students, it was possible to identify common themes and from these develop six principles for good practice. For the most part, these principles echo those identified in other research.

However, because of the small size of this study, and also because there was no "selection" process for inclusion of the PTEs, the good practice principles identified will not necessarily be applicable to other TEOs. Nevertheless, it is likely that these principles will be of interest to PTEs in particular, and to organisations which offer either foundation skills programmes or practical and applied training for careers in industry.

## References

- APR Consultants Ltd. (2010). Review of tertiary education needs for the Western Bay of Plenty region. Tauranga: Priority One.
- Chanock, K., & Vardi, I. (2005). *Data: We're standing in it!* Paper presented at the Reflective practitioner: 14th Annual Teaching and Learning Forum, Perth.
- Creswell, F. (2008). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Denscombe, M. (2003). *The good research guide* (2nd ed.). Glasgow: Open University Press.
- Manalo, E., Marshall, J., & Fraser, C. (2010). Student learning support programmes that demonstrate tangible impact on retention, pass rates and completion. Auckland: Ako Aotearoa New Zealand National Centre for Tertiary Teaching Excellence.
- Ministry of Education. (2010). Tertiary Education Strategy 2010-15. Wellington: Ministry of Education.
- New Zealand Qualifications Authority. (2009). Policy and guidelines for the conduct of external evaluation and review. Wellington: New Zealand Qualifications Authority.
- Prebble, T., Hargraves, H., Leach, L., Naidoo, K., Suddaby, G., & Zepke, N. (2005). Impact of student support services and academic development programmes on student outcomes in undergraduate tertiary study: A synthesis of the research. Wellington: Ministry of Education.
- Priority One. (2010). Bay of Plenty regional tertiary education action plan 2010 - 2015. Tauranga: Priority One.
- Stewart, D. W., Shamdasani, P. N., & Rook, D. W. (2007). *Focus groups: Theory and practice*. Thousand Oaks: Sage Publications.
- Tertiary Education Commission. (2011). Poutamatia: Youth transitions between secondary and tertiary study in New Zealand. Retrieved from <http://www.tec.govt.nz/Resource-Centre/Reports/>
- Wagner, A. (1999). Tertiary education and lifelong learning: Perspectives, findings and issues from OECD work. *Higher Education Management*, 11(1), 55-68.
- Yin, R. (2003). *Case study research* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Zepke, N., Leach, L., & Prebble, T. (2003). *Student support and its impact on learning outcomes*. Paper presented at the HERDSA Conference, Christchurch.
- Zepke, N., Leach, L., & Prebble, T. (2005). Improving tertiary student outcomes in the first year of study. Wellington: New Zealand Council for Educational Research.
- Zepke, N., Leach, L., & Prebble, T. (2006). Being learner-centred: One way to improve student retention? *Studies in Higher Education*, 31(5), 587-600.