

Investment Plan

for

Fairview Educational Services Limited

(7265)

PDF Created on

15 October 2013 04:28 p.m.

Fairview Educational Services Limited (FES) is a small Private Training Establishment based in Hamilton, a city with a population of approximately 145,000.

We specialise in providing industry based training programmes with outcomes aimed towards the automotive and related industries that are based in this region. We offer National Certificates in the Motor Industry at levels 1 and 2 and have local course approval for SAC programmes at level 3. We also offer unit standards in numeracy and literacy and have embedded these into our training provision so that all students have an opportunity to develop their foundation skills.

We are the only PTE providing this type of training in our region and the only provider that offers training in a real life industry setting. To achieve success for our programmes we have developed strong links with local employers, our ITO and local high schools.

In preparing this plan we have considered the Tertiary Education Strategy 2010-15 as well as the priorities for new plans as set out in the plan guidance documents. We have not dealt with international education as it is not an area that we are planning to explore during this plan cycle.

1. Clearer Economic Contribution

We recognise that as a provider we have a responsibility to make a positive contribution to our society, particularly in the Waikato. By providing a steady supply of well trained automotive graduates we are contributing to the economic and social needs of our region. In gaining these skills our graduates are well placed to secure long term employment.

We are also contributing by helping our students to develop their foundation skills. This enables them to overcome challenges in a positive way, which again benefits society.

Currently we have programmes that target young people and those who are unemployed, both high priority categories.

To help guide our planning for the future we have gathered information from a range of sources to build up a clearer picture of the national and Waikato labour and skills market. (Please refer to pages 9 and 10 for relevant statistics).

Some of the highlights of this research include:

- Nationally unemployment is still on the rise.
- Maori and Pasifika unemployment is significantly higher than all other ethnic groups.
- The numbers of young Maori and Pasifika not in education, employment or training is significantly higher than all other ethnic groups.
- Unemployment for Youth is significantly higher than for older age groups.
- Unemployment in the Waikato is higher than the national average.
- Waikato's population is increasing at a relatively fast rate when compared to other regions.
- The automotive industry in the Waikato is expected to experience significant job growth.
- The demand in the Waikato for engineering qualifications is expected to experience significant growth.

From this information there are clear challenges that we need to be responsive to.

- We need to ensure that our programmes are relevant and remain relevant and contain qualifications that are in demand.
- We need to ensure that Maori and Pasifika learners participate and achieve well.
- We need to provide more training opportunities for Youth so that they are better prepared for the labour market.
- We need to better engage with schools so that the transition to third level is seamless and less students end up as NEET.

- We need to better engage with our industry so that we can respond quickly to their changing needs and be ready to supply a well trained workforce.
- We need to better engage with other TEOs so that we can support our graduates to transition to higher levels of study.

In determining our contribution we have traditionally considered destination outcomes as the primary indicator. Every year, we have gathered the destination outcomes for all our students.

Programme	Positive Outcomes
SAC Courses -2000 - 2011	85%
Youth Training 1999 - 2011	82%
Training Opportunities 2006 - 2010	62%

We have measured the destination outcomes of our students 2 months after they have completed their programme. In response to the Lifting Our Game report by Ako Aotearoa we can see the merits of extending this to 12 months and to develop a more sophisticated model of tracking. This will give us a better indication that the intended outcomes of our programmes are being met and may also identify areas for improvement. This will be introduced with our 2012 cohort.

2. STEM Qualifications

6. Pathways and Transitions

From 2013 we expect to have approval for each of the following programmes:

- Pre-Trade Motor Industry Certificate – levels 1 and 2
- National Certificate in Motor Industry (Entry Skills) - level 2 –currently approved
- Certificate in Automotive Panelbeating – level 3
- Certificate in Automotive Services (Technician) – level 3

These programmes all involve study towards STEM qualifications. Through this mix of programmes we can cater for all students 16 years and over. It is worth noting that a large number of the unit standards offered are identified as recommended standards in the draft Vocational Pathways Manufacturing and Technology Sector document.

Outreach into schools/Bridging Courses

We are helping to raise our industry profile by providing automotive learning resources to over 180 schools throughout New Zealand. Our resources have enabled schools to provide their students with an insight into the automotive industry and to experience motor industry unit standards.

We also run on site short courses for local schools so that students can again experience automotive training. For example, this year we have provided automotive unit standard based courses for each of the following local schools:

- Matamata College
- Ngaruawahia High School
- Sacred Heart College
- Fraser High School
- Fairfield College
- Te Awamutu College
- Hillcrest High School
- Hamilton Boys High School
- Melville High School
- Te Kauwhata College

We also support the careers events at our local schools. Through these events we can promote the automotive industry and discuss training opportunities with prospective students as well as their parents or guardians.

Preparing STEM learners

Prospective students are given the opportunity to join one of our courses for a few days by way of a taster. This provides the students with an opportunity to ask questions, to meet our staff, to get a feel for our organisation and to experience some of the course requirements (theory and practical).

Alignment with “Priority Outcomes” of the Tertiary Education Strategy (TES) 2010-15
“More young people moving successfully from school into Tertiary Education”

Working with employers

To ensure that our graduates have the best opportunity for employment we have a very active industry engagement policy. We have regular contact with over 100 local employers through our email database which we set up last year. Our tutors also visit workplaces on a weekly basis when their students are on their work experience placement. Through this engagement we keep up to date with industry changes and demands.

As a provider specialising in automotive training it is very important that we have sound knowledge and understanding of the training needs, gaps and priorities for our industry.

Formal feedback is received from employers through our annual industry advisory group meeting. Formal feedback is received from our ITO through moderation audits visits and through moderation reports and cluster meetings.

We also receive valuable feedback when employers contact our office for recruitment purposes.

All this feedback is considered when reviewing our programmes, our policies and procedures and our staff development plans.

It is our intention to continue to work closely with our industry and MITO during 2013. With the qualifications review in 2012 we expect significant changes to all our courses. Methods of assessment will be changed to better suit the needs of our students and industry. All of this will take place in consultation with our industry through our industry advisory group and MITO.

As a member of the MITO led Tertiary Education Provider Reference group we support our industry by contributing to new qualification development as well as strategic training plan development.

3. Managing for Performance

We acknowledge that raising the educational performance for our students is an important priority. Our tutors work closely with our students to support them so that they can complete their courses and qualifications. We will continue to review our courses and our delivery to ensure that we are meeting the needs of our students.

As our courses are trades based and students are focussed on achieving an apprenticeship it can be a challenge for some students to complete their programme when an employment opportunity arises before the end of the programme. When a student decides to leave their programme for employment we will work with the employer and the student so that the student may be able to complete the remaining units.

As the majority of our current student body are younger males (16-24) there are often factors related to growing up and leaving home etc that impact on their academic performance. We are fortunate that our tutors have very good pastoral skills and have lots of experience in offering sound practical advice to young people.

Our intention for 2013 is to continue to use the support services available in our community. We have plans to invite guests to speak to our students on topics such as drug and alcohol abuse, sexual health and career options (army/navy/air force).

We also plan to invite representatives from our industry as well as former students to talk to our students to inspire, motivate and encourage them to complete their courses.

We recognise that we need to focus on further raising our course and qualification completion rates. We were encouraged to see both rates rise last year but recognise that further improvement is required. However, when considering these rates it is worth noting that the average credits achieved by our SAC students last year was 96.88 and that 52% had a level 1 qualification as their highest qualification on entry.

With the introduction of Youth Guarantee in 2012 the age make up of students on our SAC courses has changed significantly. Now, 96% of our students are aged 18 years or over compared to just 32% last year. With an older age we expect to see an increase in completions; however we still have a rather young cohort with 87% aged between 18 and 24.

As our programmes are reviewed through TROQ, it is likely that the credit value of our SAC programmes will be brought more in line with other SAC programmes (reduce credit values to 120 credits rather than the 133 and 127 currently). Again this will help us to achieve improved outcomes.

The mentoring service that we introduced last year has helped to raise our completion rates. The mentor will continue to work closely with students who need help to resolve issues which may be impacting on their learning.

In August 2011 we went through NZQA external evaluation and received a result of highly confident in educational performance and confident in capability in self-assessment. In carrying out this evaluation NZQA focused on our main SAC course and our Youth course.

SAC Courses	2011
Course Completions	73%
Qualification Completions	64%
Average credits achieved per learner	96.88
% of learners with a level 2 qualification or higher on arrival	48%
52% of the learners who enrolled onto our SAC funded courses in 2011 would be eligible for the new SAC levels 1 and 2 programme due to their low foundation skills.	

Youth Training	2011
Average credits achieved	26.72
Positive outcomes	73%
Average credits –learners who completed at least 10 weeks	42
% of learners with less than 30 credits on arrival	61%
% of learners with zero credits on arrival	30%

4. Better Outcomes for Maori and Pacific Learners

Currently 30% of our student population identify as Maori or Pasifika. To best meet the needs of all our students we use a variety of teaching methods such as team teaching, group work, practical experience and peer teaching.

Our experience of working with Maori and Pasifika learners has led us to appreciate the importance of developing strong relationships with our learners. Once this relationship has been established and trust has been built up then learning can occur. For this to happen, tutors must take an active interest in their learners both within and outside of the classroom.

Throughout their training learners are encouraged to work together and to learn from each other as well as from their tutor. This peer teaching approach works particularly well in the practical workshop environment and results in important confidence gains for learners.

Within the classroom setting most teaching takes place following a team teaching model. Our foundation skills tutor and a trade tutor work together to deliver both the foundation and trade unit standards. By having the foundation skills tutor actively involved in this way, foundation learning can take place naturally and within the trade context. This approach has resulted in broad acceptance by learners of the more generic foundation skills content.

Regular feedback is also central to learner success. We provide very regular feedback to our learners through updated individual learning plans and through one on one discussions. This allows us to keep each learner on track and to identify any areas that need attention.

We offer a wide range of pastoral support and guidance to our students for example: we help students when applying for student loans and allowances, with travel arrangements to get to course and when applying for jobs at the end of their course.

In 2011 we introduced a mentoring service for our students to assist them with their learning goals, career planning and time management. The Ako Aoteroa report Pasifika Students: 'supporting academic success through the provision of mentoring' highlights the value for students of an effective mentoring service.

In 2011 we introduced our wall of fame which is made up of profiles of former students. The profiles outline the qualifications they have achieved and their employment destination. As well as recognising the success of our former students the wall of fame serves to focus our existing students. They can see the benefits that former students have derived from their studies. This aligns with the Lifting Our Game report and we will be looking to introduce further initiatives to reinforce this message.

Alignment with "Priority Outcomes" of the Tertiary Education Strategy (TES) 2010-15

"Increase the number of Maori students enjoying success at higher levels"

"Increase the number of Pasifika students achieving at higher levels"

5. Information for Learners

We appreciate the focus on improving the quality of information that is made available to students. As discussed earlier we have collected data on our students' destinations and credit achievement since our first programme. We have used this information for planning purposes. To assist the transition from high school to third level it may be worth TEC considering credit achievement as a measure as high school students would be more familiar with this language than course completions.

We are happy to broaden our course handbooks to more clearly disclose associated tuition subsidies and fees.

7. Literacy, Language and Numeracy

Since our inception in 1998, we have taught over 1200 learners with the majority arriving with low foundation skills. Traditionally these learners have enrolled on our Youth Training and Tops programmes. Several years ago we began the process of developing our capability to better integrate foundation skills into our delivery. This was a direct response to industry feedback. We employed a full time foundation skills tutor to work alongside our trade tutors and we embarked on an 18 month organisation wide staff development programme (Learning for Living Project 2006-2007). This project had a particular focus on strategies to help learners to develop their reading skills.

Following on from the project, we continued with staff development and supported our tutors in completing qualifications which had a strong emphasis on foundation skills delivery.

In supporting this focus, we have written over 30 trade training workbooks that have literacy and numeracy tasks embedded. These materials allow us to deliver these key skills in a context that is meaningful to our learners.

We also restructured our programmes and timetable to allow for team teaching. This has allowed foundation skills teaching to occur naturally within the trade context. The success of this was recognised by NZQA during our external evaluation last year (refer to EER extract provided). In 2008 we began to offer the National Certificate in Motor Industry (Foundation Skills) level 1 to our Youth and Tops learners. To date, 78 learners have achieved this qualification.

Early in their training, all students have their literacy and numeracy assessed using the TEC's Literacy and Numeracy for Adults Assessment Tool. The AKo Lifting Our Game report highlights the need for providers to use additional diagnostic tools such as self esteem assessment. This is an area that we will investigate with a view to introducing in 2013.

In 2013 we will continue to up-skill our teaching staff so that they better meet the foundation skills needs of our students. This focus will be the cornerstone of professional development.

Relevant Staff Qualifications:

Foundations Skills Tutor	Trade Tutors Qualifications Include
Bachelor of Education (Adult Education)	National Certificate in Adult Education and Training level 4 and level 5
National Certificate in Adult Education and Training level 4 and 5	National Certificate in Adult Literacy Education (Vocational Tutor)
Certificate in English Language Teaching (with distinction)	Trade Certificates
National Certificate in Adult Literacy Education (Educator)	
Postgraduate Diploma in Education (Adult Literacy and Numeracy Education)	

Alignment with "Priority Outcomes" of the Tertiary Education Strategy (TES) 2010-15
"Improve literacy, language and numeracy and skills outcomes from levels one to three study"

Key Initiatives

With our strength in achieving success with young people, the high levels of youth unemployment, the forecasted growth in demand for automotive workers and the government's focus on STEM qualifications we believe that we could make a greater contribution by offering additional Youth Guarantee and SAC places. We have submitted an application for SAC levels 1 and 2, and would have capacity for an additional 12 Youth Guarantee places.

We have already filled 15 of the 20 Youth Guarantee places available to us for 2013. Our 2012 programme is proving to be very successful with the average credits achieved now sitting at 60 credits. We fully expect the large majority to achieve the 80 credits required to complete the level 2 National Certificate in Motor Industry (Entry Skills).

Some extracts from our 2011 EER:

“FES takes a much wider view of achievement than the purely academic. It takes into account the nature of its students and puts a lot of effort into ensuring that the training results in employment or further training, and that students gain life skills from which the wider community will benefit.

The tutors emphasised how more mature the students became in their time at FES. The students themselves recognised this and described to the evaluation team how they gained a variety of life skills ranging from time management to knowing how to motivate themselves. They realised that they have become more independent at FES and that their courses have resulted in their acquiring some clearer goals or clarifying ones they already had. These are important outcomes, particularly to those students who left school without any credits and with a negative experience of the education system.

The student-centred nature of FES means that emphasis is placed on effective teaching that takes account of students needs. FES recognised from the outset that literacy and numeracy issues would be an integral part of the courses and appointed a foundation skills tutor. This person teaches in a team with another tutor who has specialists skills required to train mechanics. Literacy is embedded in the Automotive Youth Training course in particular, and in such a subtle way that is aptly described as “getting literacy in through the back door”. The tutor focuses on vocabulary related to the motor industry so that learning is seen as relevant. This is a very effective teaching model.

The high levels of achievement are reflected in the gains in literacy. For example, over the period from April to August this year, 11 students out of a group of 16 on the Automotive Youth Training courses made significant gains in vocabulary according to the Literacy and Numeracy for Adults Assessment Tool provided by the Tertiary Education Commission.

Facilities and services are well supported by a comprehensive business plan that looks to the future in order to ensure that students’ needs will continue to be met. This is taken a step further by an action plan for 2011-2012 specifically targeted at building the students’ foundation skills, developing stronger relationships with industry, and preparing for the move to a Youth Guarantee course. These measures exemplify the commitment of FES leadership to student achievement now and in the future.

The tutors are well supported in areas such as student attendance and additional specialist knowledge. Their teaching areas are well resourced and there is generous support for staff development”.

Findings from EER (carried out August 2011)

Evaluation Questions	EER Finding
<i>How well do learners achieve?</i>	<i>Good</i>
<i>What is the value of the outcomes for key stakeholders, including learners?</i>	<i>Excellent</i>
<i>How well do programmes and activities match the needs of the learners and other stakeholders?</i>	<i>Excellent</i>
<i>How effective is the teaching?</i>	<i>Excellent</i>
<i>How well are learners guided and supported?</i>	<i>Excellent</i>
<i>How effective are governance and management in supporting educational achievement?</i>	<i>Excellent</i>
<i>Focus Area – Automotive Youth Training – rating for educational performance</i>	<i>Excellent</i>
<i>Focus Area- Certificate in Automotive Servicing – rating for educational performance</i>	<i>Excellent</i>

Relevant Statistics

Labour Market June 2012 – source (Ministry of Business, Innovation & Employment)

Employment rate (nationally)	63.9%	Unemployment rate (nationally)	6.8%
Waikato employment rate	63.5%	Waikato unemployment rate	7.3%
Maori employment rate (nationally)	57.5%	Maori unemployment rate (nationally)	13.3%
Pasifika employment rate (nationally)	52.9%	Pasifika unemployment rate (nationally)	14.8%
Employment rate for Youth (nationally)	50.1%	Unemployment rate for youth (nationally)	16.8%
Not in Education, Employment or Training – June 2012		Boys	Girls
NEET rate for all youth 15-24		11.4%	14.8%
NEET rate for Maori youth 15-24		17.1%	27.4%
NEET rate for Pasifika youth 15-24		15.1%	21.3%