

SCHOOL OF TRADES & SERVICES

Report date: 18th January 2021

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In 2018, Unitec formalised a revised strategy part of which was reforming the academic areas. This would redesign the structure of Unitec's academic portfolio creating 11 schools, with Deans replaced by Heads of School.

Within the School of Trades and Services, the newly appointed Head of School (HoS) was to be supported by three Academic Programme Managers (APM). January 2019, the HoS for Trades and Services was appointed, inheriting four distinct disciplines, Automotive, Carpentry, Plumbing Drainlaying & Gasfitting, and Mechanical Engineering. Having considered significant disruptive factors, the HoS had identified an urgent need to better understand the School's operating environment, factors influencing student success, the quality of industry relationships and its value to stakeholders, and internal staff engagement and capability. With support from the Executive Leadership Team a full external review of the School was conducted by Peter Quigg, completed in August 2019. From this review came the Takohanga Report containing 101 recommendations to be addressed by the school. In November 2019 a change proposal was presented restructuring the school (reducing the number of APMs to two due to budget restrictions) and in December 2019 the revised structure was implemented.

In January 2020 Project Takohanga was formed along with the School's first newly appointed APM followed by the second APM in April 2020. Project Takohanga has worked within the School's leadership structure to address the recommendations of the report. In 2021 this mahi continues to address key areas of priority across the School's programmes. With a core focus on the Apprenticeship programmes a number of legacy processing issues are still being addressed of which many predate the forming of the school of Trades and Services.

A summary of immediate priority focus areas is listed below:

1. Review current programme delivery to ensure compliance with approved programme document for each Managed Apprenticeship Programme.
2. Completion of all missing and deferred grades that are outside of the approved timeframes for all school programmes.
3. Review and audit Apprentice Training Agreement documentation to ensure compliance.

Priority Focus Area 1: Programme Compliance with Approved Delivery Model:

Through the implementation of the new leadership structure, the programme delivery and administration within the school is now more effectively managed. Risk assessments undertaken by Academic Programme Managers score these programmes as high risk over several areas. Four key areas that have led to this conclusion:

- Significant shortages of staff resources for Plumbing, Gasfitting & Drainlaying and challenges faced with new staff recruitment putting strains on the wellbeing of teaching staff and delivery
- Redeveloped programmes, in response to the mandatory review of qualifications, did not have their teaching and assessment materials developed quickly enough and when delivery needed to occur. This has meant the programme teams are always playing catch up.
- Poor academic onboarding of new teachers from previous Networks and Pathways and institutional support structures that had resulted in inconsistent teaching practices across Managed

Apprenticeship teaching teams. These inconsistencies are being addressed by Te Puna Ako support functions and Academic Programme Managers.

- We are unable to confirm that we are fully compliant with all aspects of the approved programme document. We do know that we are non-compliant in at least the following areas.
 - Tripartite Training Agreements
 - Missing grades.
 - Regular visits to Managed Apprentices

Priority Focus Area 2: Missing and Deferred Grades:

Through newly implemented reporting and ongoing tracking of student grades within the school, the school's programme and operations coordination staff are investigating and resolving all identified deferred and missing grades that relate to historical and legacy programmes while also addressing delays in current grading inputs.

Systemic challenges do, however, remain with regard to the funding of Managed Apprenticeships through SAC funding. SAC funding conditions require courses to have a start and end date between which all delivery and assessment occurs. Funding is only received when the learner is enrolled. In an apprenticeship, learners (and employers) typically only undertake learning and assessment as jobs are undertaken. If the employer does not have a job available to provide the opportunity for the learning and/or assessment to occur, then that learning assessment cannot occur. In some instances, it is possible to move the learning and assessment on-campus while for other learning this is not possible. This is one of the key contributors to the missing/late grades issue. To require a final grade against a course in this sort of situation will significantly disadvantage students (i.e., they will fail their courses). It is for this reason that the School has held so many missing grades over time. The ratio of missing to deferred grades is greater than it might be due to the decision by Te Korowai Kahurangi in late 2019 to not process relevant grades as Deferred due to the significant administrative burden of using the DEF (deferred) grade and there being no tangible impact on EPI outcomes.

As at the last report date of 23/01 the current summary of missing/deferred grades are:

Grade Type	Total	Current (Post-2020)	Historical (Pre-2020)
Total Missing Grades	3933	1476	2457
Total Deferred Grades	605	343	262
Total All	4538	1819	2719

- 1318 historical grades have been resolved from last report date of October 2020 (down from 4037 of which 705 dated back to 2015-2017)

The total number of learners impacted is summarised below:

Unique Learner (By Grade Type)	Current (Post 2020)	Historical (Pre-2020)	Total
Total Unique Students (with missing grades)	249	446	695
Total Unique Students (with deferred grades)	100	75	175
Total Unique Students	349	521	870

The breakdown of missing and deferred grades by programme and delivery type is summarised below:

	Post 2020	Pre 2020	Total
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Programme by Delivery Type	Missing	DEF	Missing	DEF	
Apprenticeship Programme	995	257	1017	247	2516
NZCAU	1				
NZCC	11	236	8	32	
NZCD4*	336	21	73	101	
NZCG4*	180		7		
NZCLA*	81		18	29	
NZCP4*	386		911	85	
Pre-Trade Programme	1	86	8	13	0
NZCAE*	425	2		4	
NZCCT		67	8	5	
NZCME		16		4	
NZCPG	1	1			
Contracted Service	54		32		86
BCITO	54		32		
Expiring Programme	1		1400	2	1403
NCAEE	1			2	
NCCPY			19		
NCMEN			40		
NCMES			1341		
Total	1476	343	2457	262	4538

- Programmes marked with * have higher than usual volumes of missing grades as mentioned above due to the decision to not apply a deferred grade due the high administrative burden. Adding a DEF grade has no perceived impact on EPIs.

Priority Focus Area 3: Tripartite Training Agreements Compliance Requirements:

- Unitec currently has 454 Unique Apprentices represented as 686 active enrolled apprenticeships at Unitec (a Plumbing, Gasfitting & Drainlaying Apprentice will typically be active in 2 or 3 programmes during their time of study at Unitec.)
- A review of Training Agreement documentation has found that Unitec does not have on file all training agreements for all apprentices.
 - We have 454 apprentices in total. 374 have training agreements on file, of the 354 - 184 are current and meet all requirements, 190 (marked as pending) are older agreements that do not meet all requirements and are in the process of being renewed. For 80 apprentices we do not have a training agreement on file.

Unique Apprentices	Total	% of overall total
No	80	17.62%
Pending	190	41.85%
Yes	184	40.53%
Grand Total	454	100.00%

Training Agreement (TA) Status by Programme	Grand Total	% of overall total
Yes	271	40%
No	78	11%
Pending*	337	49%
Grand Total	686	100%

*From Semester 2, 2019 the new tri-partite agreement was implemented. Prior to this an Acknowledgement of Training and Education Responsibilities document was signed by both the employer and employee. These are currently still in place and need to be replaced by the updated Tri-Partite Agreement.

Next Steps and Recommendations:

1. Progression of updated action plan to address specific identified issues as part of BAU with identified additional support requirements
 - **Action:** Identified steps and actions to be approved
 - **Action:** Dates and timelines to be approved