

# Trades Academies - Presentation to IPANZ

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Commission) and Graeme Marshall (Ministry of  
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# Overview

- What are Secondary-Tertiary Programmes (STPs)/Trades Academies?
- What was the context for developing Trades Academies?
- How did the Ministry and TEC respond?
- How do Trades Academies operate?
- How are STPs monitored?
- What are the characteristics of students in STPs?
- How are STPs performing?
- Why are Trades Academies successful?
- What are the challenges with Trades Academies?
- What is the future in the secondary-tertiary space?
- Questions



# What are STPs?

- **Partnerships** between schools, tertiary institutions, industry training organisations and employers
- Students are **dual-enrolled** in school and tertiary education
- Most common form of STPs are **Trades Academies** (other STPs include “3+2” and DualPathways; Gateway and STAR are earlier variants)
- Trades Academies focus on delivering trades and technology programmes to Year 11 to 13 students
- Offer more choice and options – new opportunities for students to learn in authentic learning contexts.



# What are STPs?

- Allow students to:
  - stay **engaged** in learning, education and training
  - achieve at least **NCEA Level 2** or equivalent
  - make more effective **transitions** to further study and employment.
- Improve responsiveness to regional business and economic need.



# Trades Academies

- Year 11 to 13 students interested in a career in trades or technology can combine study at a Trades Academy with studies towards their NCEA and a nationally transferable Level 1-3 tertiary qualification
- STPs with a lead education provider
- In 2016, **24** Trades Academies are operating, with **6,190** funded places
- One Trades Academy place for every 26 students across New Zealand.



# Why were Trades Academies developed?

## Immediate context

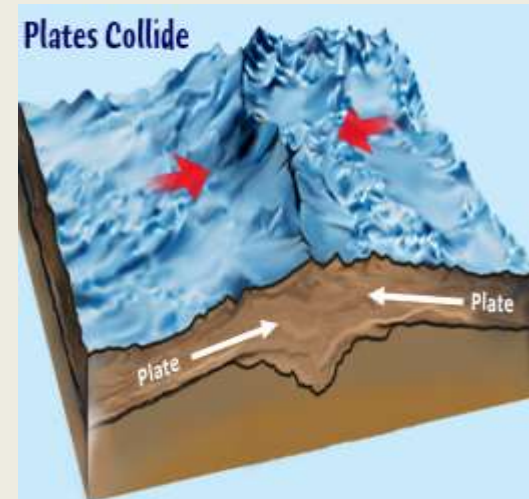
- 2008 Election manifesto commitment
- Global Financial Crisis (GFC)
- Need to cater for wider range of young people in senior secondary education
- Many capable young people not making effective transitions from school
- Part of wider Youth Guarantee policy, including Fees Free tertiary places and Vocational Pathways.



# Why were Trades Academies developed?

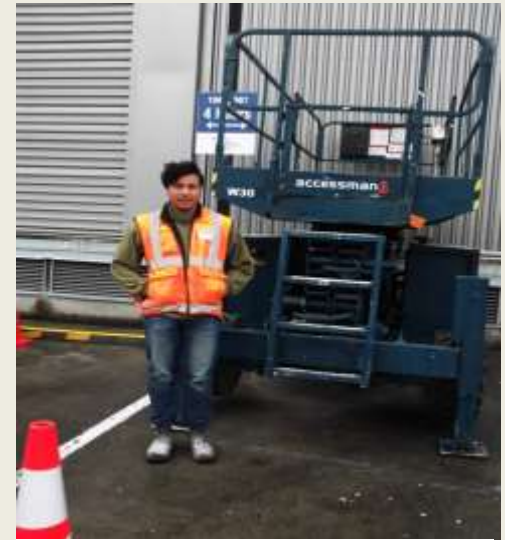
## Wider context

- Fewer labour market opportunities for 15-to-19-year-olds leaving school without qualifications
- 30 years of change for post-compulsory education in New Zealand, including:
  - Hawke Report (1988)
  - STAR (1996)
  - Gateway (2001)
  - Fees Free tertiary places (2010).



# How did the Ministry and TEC respond?

- In 2010, amendments to the Education Act 1989 made formal dual enrolment in secondary and tertiary education possible
- In 2010, School of Secondary-Tertiary Studies (SSTS) opened at the Manukau Institute of Technology (MIT) in South Auckland
  - SSTS model provided operating model for Trades Academies.





# How did the Ministry and TEC respond?

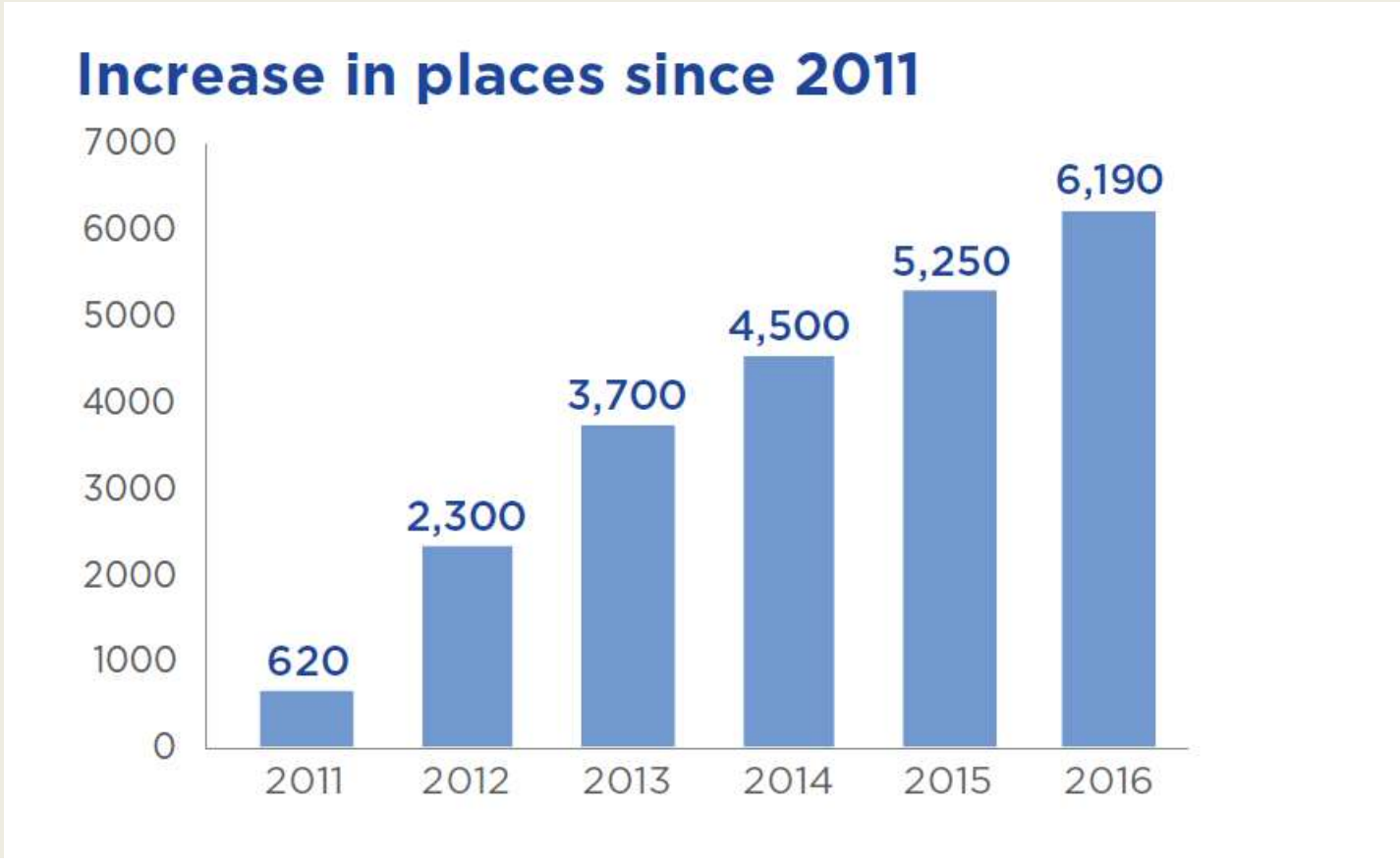
- **Partnerships** between schools, tertiary institutions, industry training organisations and employers were seen as critical to Trades Academies' success
  - **collective impact** across secondary, tertiary and industry training sectors was needed to provide relevant learning options for young people and help them gain the knowledge and skills local communities need
  - This included working across agencies and with different secondary and tertiary policy and funding settings.

# How did the Ministry and TEC respond?

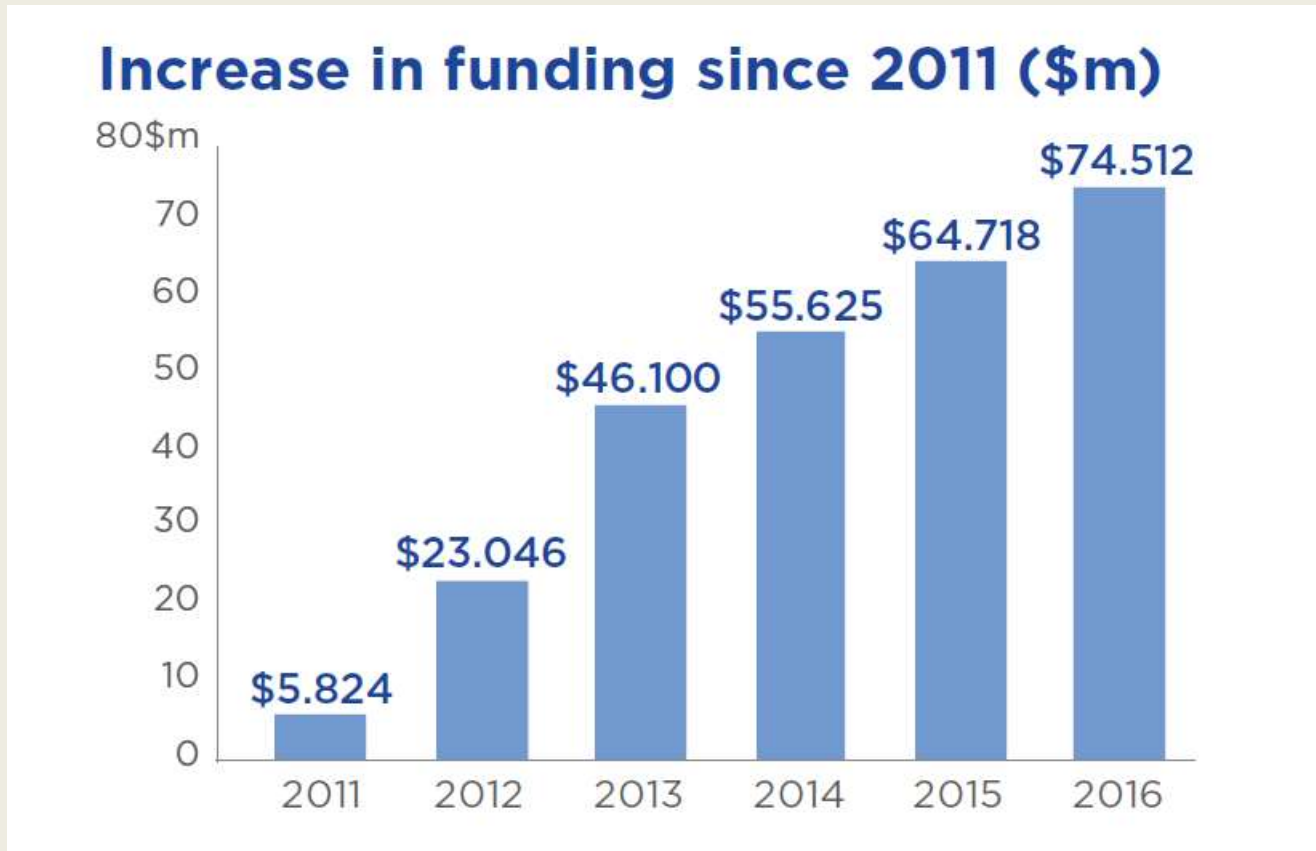
- In 2011, first eight Trades Academies established with 620 places
- Further 16 Trades Academies established from 2012 to 2016
- Increase in Trades Academies has supported and benefited from:
  - other Youth Guarantee initiatives – e.g. Vocational Pathways
  - drive to achieve BPS Result 5 (NCEA), including equity targets for priority learners.



# How did the Ministry and TEC respond?



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# How do Trades Academies operate?

- Full time programme for students already enrolled at school
- Appropriate work experience may also be part of the programme
- Most commonly students will undertake one or two days of tertiary/trade-based learning each week, with the remainder of the programme delivered at their school
- A variety of programmes are currently in place across the trades academies, generally aligned to the Vocational Pathways framework
- Trades Academies receive funding for **transport** and **pastoral care** of students.



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# How are STPs monitored?

- Monitoring and evaluating the Youth Guarantee focuses on:
  - improved educational and employment outcomes for young people
  - evidence of a shift in how the education system perceives and engages with young people so that improved outcomes are sustainable
- Monitoring looks at the effect of Fees-free and STPs for young people who participated compared young people with matching characteristics who did not participate.

# What are the characteristics of students in STPs?

- In 2014, of 18-year-olds who had participated in a STP:
  - 86% had lower than average performance at NCEA Level 1
  - 28% had been disengaged at school
  - males made up 68% of 18-year-olds who had participated up to 2014.
  - 35% identified as Māori and 12% as Pasifika. Proportions have been similar since 2012
  - were more likely to be from a low decile school than other young people with similar school performance.

# How are STPs performing?

- Monitoring indicates that students who participate in STPs are far more likely than the matched comparison:
  - to be retained in education at 17
  - achieve NCEA Level 2 by age 18
  - to be in full employment following the programme.
- Fees-free programmes have an effect on these outcomes, but the effect of STPs is stronger.





# Why are Trades Academies successful?

- Curriculum is relevant to students and its delivery engages and motivates them
- Students gain key skills and competencies relevant to tertiary study and the workplace
- Students change their attitudes to learning and see themselves as capable learners
- Students are well supported by teachers in school and tutors at the TEO ('pastoral care')
- Quality and depth of partnerships between education providers are critical.

# What are the challenges with Trades Academies?

- STPS are effective in retaining young people in education in the year they started the programme. STPs have no effect on retention after that
- STPs have had no sustained effect, so far, on increasing the proportion of young people who progress to further study at Level 4 and above
- The Trades Academy operating model is significantly more expensive than standard secondary schooling.

## Comparison of Funding Streams

	Trades Academy	YG Fees Free	SAC Funding
Minimum per student	\$10,750	\$10,000	\$6,000
Maximum per student	\$14,250	\$13,500	\$13,200
Average per student	\$11,750	\$11,750	\$10,470

- Trades Academy funding largely aligns with Fee-free funding and is significantly more than SAC funding



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# DualPathways Programme Pilot

- Targets students who are likely to benefit from vocationally focussed tertiary education opportunities to gain NCEA Level 2 and 3, to support their transition into work and/or higher-level education
- Up to 1200 student places will be made available through the DualPathways Programme Pilot in 2017 and 1500 in 2018
- Will include:
  - “success payments”
  - Fees-free Level 2 and 3 provision.



# Other dual pathway type approaches

- 3+2 approaches – allow students to combine part-time school-based learning at Level 3 with part-time tertiary or workplace-based learning
- Approaches use existing senior secondary and tertiary funding settings
- Around 17 of these types of programmes are underway or under development, including:
  - a health pathways programme between South Auckland secondary schools and tertiary provider
  - a Marine and Composites (NZMAC) ITO School to Work Programme in Auckland
  - a joint programme to provide a pathway into engineering between in Hamilton
  - the primary industries ‘SWITCH’ programme in Southland.

# Future in secondary-tertiary space

- Increasing NCEA Level 2 achievement is having an impact on the retention and progression of students at Level 3
- Now focusing on providing young people with relevant next steps into employment or further education from Levels 2 and 3
  - DualPathways Pilot and similar approaches are responses to this).
- TEC's investment strategy
- Further shifts in the public vs. private good of tertiary education – boundary (currently set at Level 2 NZQF).

# QUESTIONS

