

Evaluating the impact of Bay of Plenty Polytechnic programmes in Ōpōtiki

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Executive Summary

Bay of Plenty Polytechnic has been delivering programmes in the Eastern Bay of Plenty for many years. In making decisions about which programmes are offered in Ōpōtiki, Bay of Plenty Polytechnic has worked closely with several community organisations. Programmes have been delivered in partnership with Whakaatu Whanaunga Trust, Whakatōhea Māori Trust Board, Te-Whānau-ā-Apanui Fruitgrowers Inc. and Ōpōtiki College. Delivery has differed for the various courses; for the most part tutors have travelled from Tauranga to Ōpōtiki, and student support has been offered by local organisations. Block courses have also been offered, for example in horticulture.

Because of the broad range of programmes that have been taught in Ōpōtiki and the way in which these offerings have expanded over time, it is timely to evaluate the impact that Bay of Plenty Polytechnic's presence and programmes are having on students and on the community. It is also valuable to consider how this delivery has impacted on Bay of Plenty Polytechnic. It is likely that this evaluation will assist Bay of Plenty Polytechnic in gathering information about future possibilities for offering courses to meet community requirements.

In the 2013 Census, 8,436 people reported living in the Ōpōtiki district, of whom approximately 50% live in the Ōpōtiki township. Approximately 60% of the population are Māori, unemployment is higher than the New Zealand average at 11%. Age group figures show a drop in young people aged 25 – 40, as many people leave the district for study and employment. The local economy is mostly driven by agriculture, horticulture, forestry and fishing. The median income for working age people in Ōpōtiki District was \$20,700 in 2013, and of people aged 15 years and over, 66% have a formal qualification, both of these lower than the national average.

Eastern Seafarms Ltd has a 20 year consent to develop 3,800ha of water space 8.5kms off the coast of Ōpōtiki, producing mussel spat for their own and third party use, and farming of mussels for processing. Research trials have been underway for more than 3 years and it is expected that 6,000 green weight tonnes (gwt) will be available for harvesting by 2021, with volumes increasing quickly from that time. Ōpōtiki District Council plans to develop a harbour at the mouth of the Waioeka River to enable vessels to bring mussels ashore for processing in Ōpōtiki, at a planned mussel processing plant to be built adjacent to the harbour in 2020. It is anticipated that from 2021 mussels will be able to be processed in Ōpōtiki. Ōpōtiki District Council has estimated that the harbour development project will create up to 450 new jobs, provide a seven-fold return on investment and indirectly result in improved social statistics for Ōpōtiki. Planned developments will have implications for future education and training.

Bay of Plenty Polytechnic has the opportunity to contribute to future development in Ōpōtiki through providing educational opportunities that will assist in workforce development towards expansion in horticulture, marine farming and the harbour development.

Evaluation aims

1. To evaluate the impact of Bay of Plenty Polytechnic programmes delivered in Ōpōtiki on students and on the community.
2. To gather information about the suitability, value and success of programmes offered in 2015
3. To gather feedback from students and community organisations about possible future programmes to be taught in Ōpōtiki.

Methodology

A mixed-method case study approach was taken, with information to meet the evaluation aims collected from the following groups:

- Bay of Plenty Polytechnic tutors teaching in Ōpōtiki;
- Bay of Plenty Polytechnic senior management;
- Students and former students;
- Key community stakeholders.

Findings and Discussion

A total of 217 students enrolled in Bay of Plenty Polytechnic programmes in Ōpōtiki and the Eastern Bay of Plenty in 2015. Seventy-one per cent were Māori; 34% were under 25 years old. Course and qualification completions in 2015 were high, ranging from 75% up to 100%. Course evaluations were very positive, with the majority of students who completed an evaluation reporting that they were satisfied with their course overall.

Students who participated in focus group interviews reported that their study had impacted on many aspects of their lives, including motivation and self-confidence, prospects for further study and employment, and their relationships with one another. They appreciated their tutors, the efforts made to design flexible study opportunities that fit around their busy lives, the practical aspects of their study such as field trips and work experience, and the support they received from tutors and others. Many aspired to enter further study or seek employment in a range of fields related to their study, or advancement within their current employment. Students reported several challenges and made suggestions for further improving study venues, access to internet and resources, and providing hands-on work experience.

Tutors believed all the programmes they were teaching in Ōpōtiki had value for students and community. They provided many examples of positive changes they had observed in students, which had also had an impact on their whānau, and described students as role models within the community. Tutors made a number of suggestions for future programmes they believed should be offered in Ōpōtiki, and emphasised the value to students of practically-oriented programmes, programmes that offered opportunities for work experience and field trips.

Feedback obtained from key community stakeholders about Bay of Plenty Polytechnic programmes was very positive, with this group also noting the impact participating in education was having on many students who were previously disengaged from education. Suggestions were to continue to offer existing programmes in Ōpōtiki, to add several other programmes particularly those that would develop skills needed for the mussel farm and harbour development, to have one liaison person available to work with community stakeholder groups, and for Bay of Plenty Polytechnic to work together with other tertiary providers. Stakeholders anticipated employment opportunities would grow in Ōpōtiki in future, and wanted to see their own young people develop the skills to meet the likely increased demand.

The information gathered from Bay of Plenty Polytechnic completion statistics, students, tutors and community stakeholders demonstrates the success of the 2015 programmes. Completion rates were consistently high across all programmes, and exceeded Bay of Plenty Polytechnic benchmarks. All groups viewed the programmes as successful beyond the completion of courses and qualifications. They saw success in terms of students achieving qualifications that would lead them to further study and employment, or in some cases self-employment.

Students, tutors and community participants reported that study had a positive impact on students, whānau and community. Studying provided students with “soft skills”, such as self-confidence and self-esteem, personal presentation and motivation to make changes in their lives. Students and community stakeholders reported that the programmes currently being offered in Ōpōtiki were suitable for the community. Aquaculture and maritime

programmes were considered useful in preparing students for future work on the mussel farm or in the mussel processing factory. Horticulture courses were considered highly relevant for the growing kiwifruit industry in the Eastern Bay of Plenty in particular. Beauty programmes were seen as useful in enticing women back into education.

Students and community stakeholders made very positive comments about the tutors and their willingness to build relationships. The current partnership relationships with Whakatōhea Māori Trust Board, Whakaatu Whanaunga Trust and with Ōpōtiki College were important. However, community stakeholders reported that they would prefer that Bay of Plenty Polytechnic had one person to coordinate all programmes taught in Ōpōtiki and work with tutors in building strong relationships; this was not seen as replacing the need for tutors to establish their own networks and relationships.

Many people wanted Bay of Plenty Polytechnic to have its own venue/campus or a shared tertiary precinct or campus that would encourage all providers to work together. There was agreement that all tertiary providers needed to work together with community stakeholders to ensure that future programmes met the evolving needs of the region. Student support was one area where employing local people was viewed by all stakeholders as highly successful; stakeholders suggested this arrangement should continue.

The programmes already being offered in Ōpōtiki were considered valuable by both students and community stakeholders. It was suggested that Bay of Plenty Polytechnic consider offering additional programmes in future that would build on previous offerings and help prepare people for employment in the mussel farm, mussel processing factory, ancillary industries such as construction, engineering and service industries such as tourism and hospitality. The current and planned developments in horticulture, forestry and agriculture will contribute to increased demand for skilled workers, managers and business owners. Programmes offered in Ōpōtiki both now and in the future should be anticipating this expected growth by offering people opportunities to gain skills for the future.

At present the availability of technology infrastructure in Ōpōtiki seems to be lagging behind growth in other areas. Many participants reported that lack of access to technology in 2015 had made study challenging. In future, it is likely that infrastructure will improve with greater access to faster internet at least within Ōpōtiki itself. It would be sensible for Bay of Plenty Polytechnic and other tertiary providers to collaborate with the Ōpōtiki Public Library to ensure provision of suitable technology (computing and internet access) for future students.

A note of caution, and one mentioned by several stakeholders, is that Ōpōtiki is a fairly small community, with around 8,436 people living in the region, and approximately half of these in Ōpōtiki itself. There is a danger of 'flooding the market' with too many courses and programmes. Because of this it is important that Bay of Plenty Polytechnic collaborates with key community stakeholders when planning future programme offerings and also works with other tertiary providers to avoid duplications.

That said, it is likely that the education and training needs of the Ōpōtiki region will expand in the future, alongside planned development in primary industries and the harbour development. Bay of Plenty Polytechnic clearly has a good reputation in Ōpōtiki amongst key stakeholders and industry organisations. Because of these relationships, our organisation is well-placed to continue to offer high-quality programmes to meet the expressed and future needs of the region.

Recommendations

It is recommended:

1. That Bay of Plenty Polytechnic appoint a liaison person to work with all Ōpōtiki programmes and stakeholder organisations to coordinate programme development;
2. That Bay of Plenty Polytechnic continue to foster partnership relationships with community stakeholder organisations such as Whakatōhea Māori Trust Board, Whakaatu Whanaunga Trust, Ōpōtiki College and Te Whānau-ā-Apanui Fruitgrowers Inc.;
3. That decisions about future programme offerings be made in collaboration with key community stakeholder organisations to ensure programmes meet the specific needs of the community;
4. That Bay of Plenty Polytechnic staff work with other tertiary education providers in the Eastern Bay of Plenty region to ensure:
 - a. Programmes are available to fill skill gaps identified by the community, and
 - b. Avoidance of duplicate programmes;
5. That as far as possible local people/organisations be contracted to provide pastoral care for students;
6. That Bay of Plenty Polytechnic, together with other tertiary education providers, investigate the possibility of developing a shared tertiary education precinct or campus;
7. That Bay of Plenty work with partnership organisations to ensure that premises provided by partners and used for programme delivery meet the needs of both students and tutors (for example in terms of size, warmth, lighting, ventilation, quietness and security);
8. That Bay of Plenty Polytechnic consider the possibility of supplying computing equipment for student and tutor use in Ōpōtiki, as well as installation, maintenance and replacement of such equipment;
9. That Bay of Plenty Polytechnic explore the possibility of collaborating with Ōpōtiki District Council in developing a “technology hub” in the public library that will be suitable for use by students;
10. That Bay of Plenty Polytechnic work with the Ōpōtiki Public Library to develop their collection in subject areas of importance to students and future students;
11. That Bay of Plenty Polytechnic participates actively in the ToiEDA project for workforces development to meet the future skill needs of the region;
12. That all programmes taught in Ōpōtiki endeavour to offer students practical components that provide them with opportunities to put their learning into practice and learn about the industry they are working towards (e.g. work experience, field trips).

Background

Bay of Plenty Polytechnic has been delivering programmes in the Eastern Bay of Plenty for many years. Horticulture courses have been taught in both Ōpōtiki and Te Kaha in partnership with Te Whānau-ā-Apanui Fruit Growers Inc. and local employers since 2008. Approximately 12 years ago, a sport and recreation certificate was co-delivered in Ōpōtiki in partnership with Whakatōhea Māori Trust Board over a three year period.

In 2012, Bay of Plenty Polytechnic began a relationship with Whakaatu Whanaunga Trust, a pan-tribal health and social services organisation in Ōpōtiki. Initially music was offered, followed in 2014 by the Certificate in Radio Broadcasting. Through offering our radio programme, Bay of Plenty Polytechnic tutors were able to help Whakaatu Whanaunga Trust to develop their radio station and gain access to the necessary software.

In 2015, in response to a request for Bay of Plenty Polytechnic to provide a programme in Ōpōtiki for girls and women, the National Certificate in Beauty Services (Cosmetology) L3 was delivered. The first cohort reportedly achieved excellent completions in spite of challenging personal circumstances. The National Certificate in Beauty Services (Cosmetology) L3 was delivered twice in 2015, with the Certificate in Beautician and Cosmetology L4 also offered in Semester 2.

In 2015, Bay of Plenty Polytechnic's relationship with Whakatōhea Māori Trust Board developed further, resulting in the Certificate in Maritime and Fishing Technology L3 being offered to a cohort which is a mixture of SAC-funded and Youth Guarantee students. In addition, through negotiation with Ōpōtiki College, an aquaculture course has been offered to Year 12 students through the Bay of Plenty Polytechnic Trades Academy. In late 2015, the 12-week Certificate in Preparation for Law Enforcement L3 was also offered, based at Whakaatu Whanaunga Trust.

In making decisions about which programmes are offered in Ōpōtiki, Bay of Plenty Polytechnic has worked closely with several community organisations. Programmes have been delivered in partnership with Whakaatu Whanaunga Trust, Whakatōhea Māori Trust Board, Te-Whānau-ā-Apanui Fruitgrowers Inc. in Te Kaha and Ōpōtiki College. Delivery has differed for the various courses; for the most part tutors have travelled from Tauranga to Ōpōtiki, and student support has been offered by local organisations. Block courses have also been offered, for example in horticulture, and for some courses students have been able to visit Bay of Plenty Polytechnic Windermere Campus for teaching blocks as well.

The *Bay of Plenty Tertiary Intentions Strategy 2014-2019* emphasises the importance of increasing tertiary education participation and attainment, particularly for Māori and of “developing a highly educated, entrepreneurial and skilled workforce that grows the prosperity of the Bay of Plenty”, and harnesses “talent, skills, knowledge and networks to support sustainable social, cultural, economic and environmental development across the region” (p. 4). This strategy notes the population drop for Ōpōtiki in the 25 – 40 year age groups, as people leave the district for education and employment.

The Tertiary Intentions Strategy recommended that tertiary providers work closely with regional stakeholders, and work to create collaborative partnerships with local whānau, hapu and iwi, in order to ensure that tertiary programmes meet their needs and those of the region. Another recommendation is to work closely with secondary schools, to strengthen transitions from school to tertiary education, with clear pathways for students to follow. Another specific recommendation was for active engagement with Toi EDA, Opotiki District Council and Whakatohea to support the training needs of the Ōpōtiki Harbour twin projects. Bay of Plenty Polytechnic has been actively working with key stakeholders and Māori groups in Ōpōtiki.

Bay of Plenty Polytechnic is currently developing a relationship with Toi EDA, Eastern Bay of Plenty Economic Development Agency which is considering the workforce development project for Ōpōtiki Harbour, Marine Farm and Kiwifruit within the region (<http://www.toi-eda.co.nz/>). A part of the Toi EDA project consists of mapping all tertiary education and training currently provided by organisations with a presence in Ōpōtiki, with a view to ensuring that institutions coordinate their programme offerings so that students have clear study pathways.

Because of the broad range of programmes that have been taught in Ōpōtiki through partnership arrangements with different iwi and community groups and the way in which these offerings have expanded over time, it is timely to evaluate the impact that Bay of Plenty Polytechnic's presence and programmes are having on students and on the community. It is also valuable to consider how this delivery has impacted on Bay of Plenty Polytechnic. It is likely that this evaluation will assist Bay of Plenty Polytechnic in gathering information about future possibilities for offering courses to meet community requirements, and in contributing to the objectives of the *Tertiary Intentions Strategy*.

Ōpōtiki

Figures from the 2013 Census report that 8,436 people live in the Ōpōtiki district, of whom approximately 50% live in the Ōpōtiki township (www.stats.govt.nz). The table below provides a breakdown of the ethnicity of Ōpōtiki residents, from information provided in the 2013 Census.

Table 1: Ethnic groups in Ōpōtiki District 2013 Census (www.stats.govt.nz)

Ethnic group ¹	Ōpōtiki District (percent)	New Zealand (percent)
European	52.0	74.0
Māori	60.6	14.9
Pacific peoples	2.9	7.4
Asian	2.5	11.8
Middle Eastern, Latin American, African	0.2	1.2
Other ethnicity (e.g. New Zealander)	1.2	1.7

The two graphs below show the age profile of the Ōpōtiki population at the time of the 2013 Census. Both graphs show a higher percentage of young people (under 20) and lower percentages of people in the 20 – 40 age range. The median age is 41.3 years and 22.8% are aged under 15 years. Percentages of young people are higher for Māori than for the population in general.

¹ Includes all people who stated each ethnic group, whether as their only ethnic group or as one of several. Where a person reported more than one ethnic group, they have been counted in each applicable group. As a result percentages do not add up to 100.

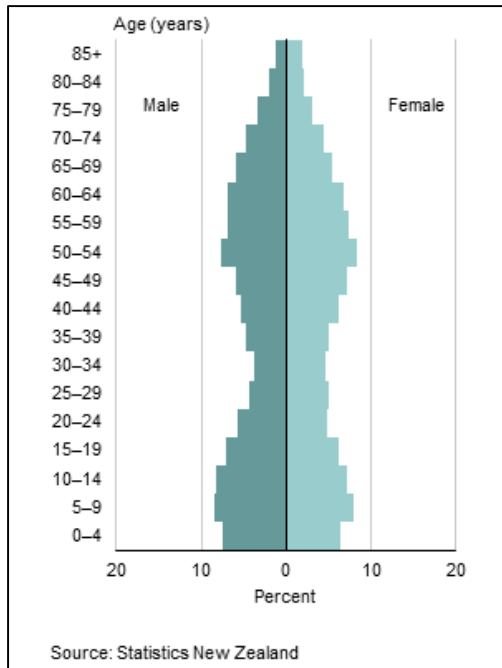


Figure 2: Age and sex of people in Opotiki District 2013 Census

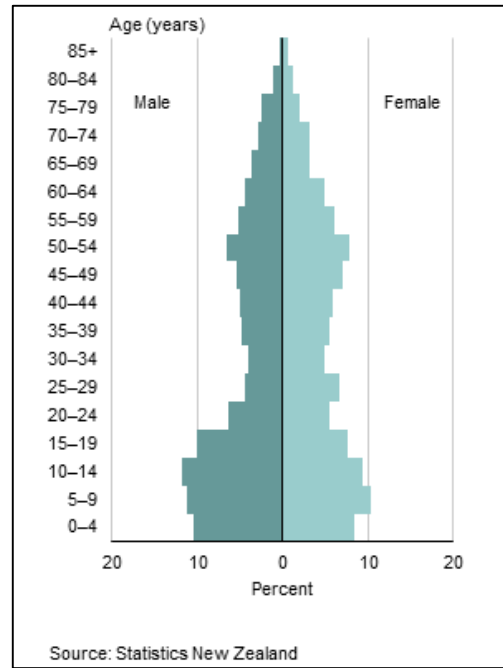


Figure 1: Age and sex of Māori in Ōpōtiki District 2013 Census

The unemployment rate for Ōpōtiki is 11% for people aged 15 years and over, higher than the national figure of 7.1%. For Māori living in Ōpōtiki, the unemployment rate is higher at 16.6%, compared with 15.6% for New Zealand's Māori population.

The most common occupation for workers in Ōpōtiki District is “Labourers”. The chart below shows the reported occupational groupings of Ōpōtiki workers, compared with New Zealand overall.

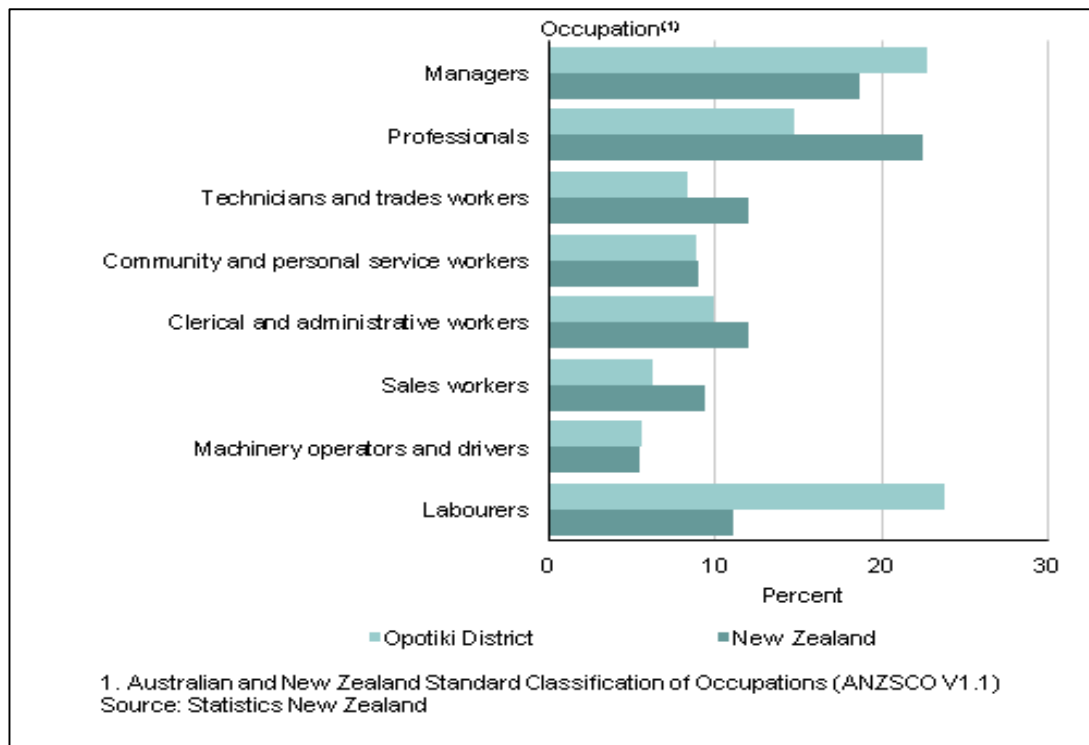


Figure 3: Occupation for employed people aged 15 years and over in Opotiki District and New Zealand 2013 Census

Agriculture, forestry and fishing (including horticulture) is the predominant industry type in Ōpōtiki District, as clearly shown in the chart below. The economy is mostly driven by agriculture, with 38% of the total of 400 farms (75,660ha) being beef and dairy farms, 29% in planted forests and 1% in horticulture units, mostly kiwifruit (ODC, 2015).

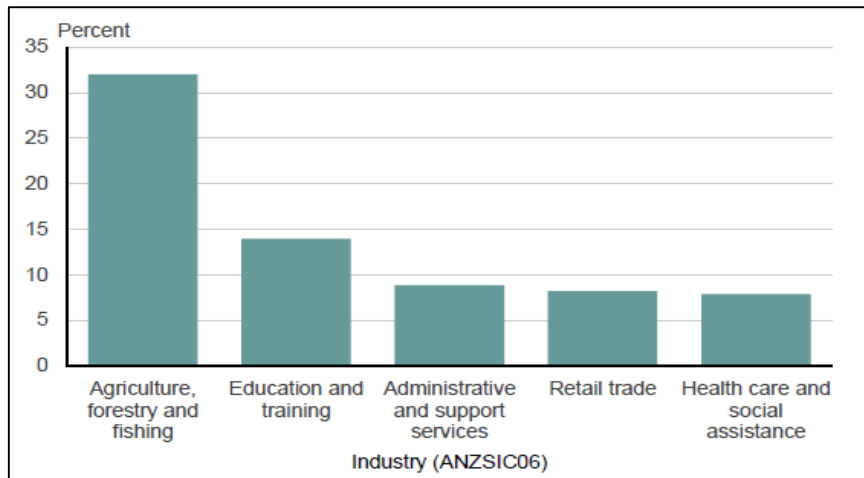


Figure 4: Top five industry groups (by employee count) for the year ended February 2013 (Opotiki District Council).

The Ōpōtiki District Council website notes that the median income for working age people in Ōpōtiki District was \$20,700 in 2013, lower than the national median of \$28,500.

Education

Of people aged 15 years and over, 66% have a formal qualification, compared with 79% nationally. Of these only 8.7% hold a bachelor’s degree or higher as their highest qualification, compared with 20% nationally.

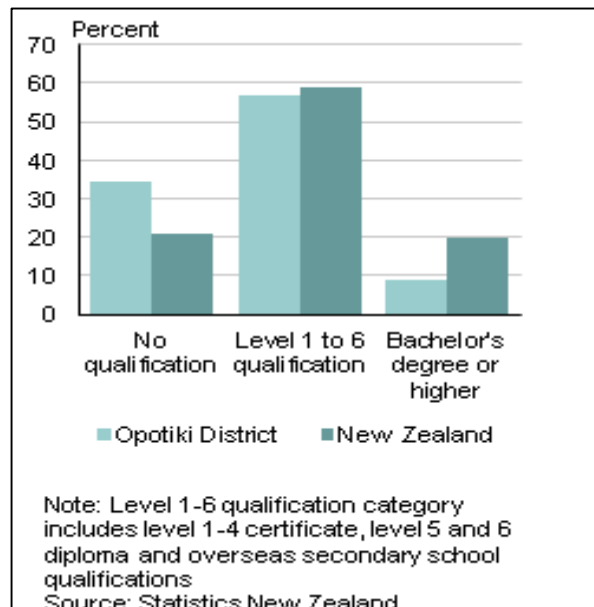


Figure 5: Highest qualification for people aged 15 years and over in Ōpōtiki District and New Zealand, 2013 Census.

Ōpōtiki District has three secondary schools: Te Kura Mana Māori o Whangaparaoa in Cape Runaway, Te Whānau-ā-Apanui Area School in Te Kaha and Ōpōtiki College in Ōpōtiki

township. In addition, four private training establishments are listed on the NZQA website as providing training in Ōpōtiki District. Toi-EDA has recently compiled a poster of all tertiary training provided in and around Ōpōtiki (see Appendix A). Providers include Bay of Plenty Polytechnic, Waiariki Institute of Technology, Eastern Institute of Technology, Te Wananga o Aotearoa and the Primary Industries Industry Training Organisation. The goals of gathering information about all tertiary provision in Ōpōtiki is to ensure that students can be provided with clear tertiary education pathways, and to help avoid duplication of provision.

Proposed Harbour Development

Eastern Seafarms Ltd, a company owned by Whakatōhea Māori Trust Board (54% shareholder), Sealord (26% shareholder) and New Zealand Sea Farms Ltd (20% shareholder), has a 20 year consent to develop 3,800ha of water space 8.5kms off the coast of Ōpōtiki. Eastern Seafarms Ltd leases approximately 80% of this water space to Whakatōhea Mussels (Ōpōtiki) Ltd (WMOL) to undertake mussel farming. There are two aspects to this venture: the production of mussel spat for their own and third party use, and farming of mussels for processing.

So far, no mussels from the farm have been harvested for processing, but research trials have been underway for more than 3 years. It is expected that 6,000 green weight tonnes (gwt) will be available for harvesting by year 8, with volumes increasing quickly from that time. At present the closest mussel processing factories are in Tauranga and Coromandel.

It has been estimated that the mussel farm will lead to creation of a range of jobs for people operating boats and working out on the farm itself, in mussel processing once the factory comes online and in administration. Furthermore, there are likely to be additional jobs created in related service industries (Ian Craig, Whakatōhea Mussels (Ōpōtiki) Ltd, 8 October 2015, personal communication).

Ōpōtiki District Council has plans to develop a harbour at the mouth of the Waioeka River. This development would enable vessels to bring mussels ashore for processing in Ōpōtiki, at a planned mussel processing plant to be built adjacent to the harbour. Resource consents for the harbour development have already been obtained and the proposed timeline is for harbour construction to commence in 2018 and a mussel processing plant to be built in 2020. It is anticipated that from 2021 mussels will be able to be processed in Ōpōtiki.

The Ōpōtiki Harbour development is expected to have additional benefits for the community beyond servicing the mussel farm, since the port will provide employment prospects as well as opportunities for other business and infrastructure development in and around Ōpōtiki. Ōpōtiki District Council has estimated that the harbour development project will create up to 450 new jobs, provide a seven-fold return on investment and indirectly result in improved social statistics for Ōpōtiki.

Planned developments in Ōpōtiki will have implications for future education and training, as community stakeholders will want to ensure that locals, particularly young people, are qualified and available to fill the newly created jobs. The Toi-EDA Workforce Development project currently underway aims to bring together industry, employers, secondary and tertiary educators and iwi to ensure “...great local jobs and opportunities, and the right people with the right skills to fill them” (Barbary MacLennan, undated personal communication). The goal is to prepare people for current and emerging workforce needs related to the development of the kiwifruit industry, the Ōpōtiki Harbour development and the mussel farm through all stakeholders working together.

In summary, Bay of Plenty Polytechnic has up till now been offering a range of programmes in Ōpōtiki in response to community and industry requests, and has the opportunity to contribute to the next step through providing educational opportunities that will assist in

workforce development towards expansion in horticulture, marine farming and the harbour development. Therefore it is timely to reflect on the programmes already offered in Ōpōtiki, their suitability, value and success, and how they have impacted on students and on the community.

Evaluation aims

1. To evaluate the impact of Bay of Plenty Polytechnic programmes delivered in Ōpōtiki on students and on the community.
2. To gather information about the suitability, value and success of programmes offered in 2015
3. To gather feedback from students and community organisations about possible future programmes to be taught in Ōpōtiki.

Methodology

A mixed-method case study approach was taken, with information collected from the following groups:

- Bay of Plenty Polytechnic tutors involved in teaching in Ōpōtiki;
- Bay of Plenty Polytechnic senior management staff who have been involved in negotiations and planning;
- Students and former students;
- Key stakeholders in Ōpōtiki, including staff at Whakaatu Whanaunga Trust, Whakatōhea Māori Trust Board, Te Whānau-ā-Apanui Fruitgrowers Inc., Ōpōtiki College and Toi-EDA.

Qualitative data were collected through a series of interviews and focus groups. Bay of Plenty Polytechnic senior staff were asked about their role in planning and delivery of programmes in Ōpōtiki, and for their views regarding the success and value of these programmes. Tutors were asked about their experiences teaching in Ōpōtiki, their views regarding the success and value of the programme/s they taught, what community support they and the students received, and also to identify any challenges.

Students were asked for their views on their study, what they liked about their course, and what the challenges were. They were also asked about any further outcomes for them following completion of the course, such as employment, volunteer work or further study intentions. They were also asked what their whānau members thought about their study, and about any challenges.

Community and iwi stakeholders were asked about their relationship with Bay of Plenty Polytechnic staff and their perceptions of the suitability, value and success of the programmes already offered. They were asked about the impact they believe these programmes are having on the community or on particular groups within the community, and about possible future educational needs they can identify in the community.

Initial contact was made with the key organisational partners and with tutors teaching in Ōpōtiki, who provided access to students and assisted with organising focus groups with students.

Institutional statistical data has been gathered about all programmes taught in Ōpōtiki in 2015, including numbers, demographic information and student outcomes. Course evaluation data has also been included where it was available.

We have used thematic analysis to identify themes within each of the qualitative data sets (from the different groups of stakeholders). Findings from the analysis have been compared across these groups. Triangulation through comparing information across the different groups has increased the trustworthiness of the data analysis.

Bay of Plenty Polytechnic student data 2015

Student demographics

A total of 217 students enrolled in Bay of Plenty Polytechnic programmes in Ōpōtiki and the Eastern Bay of Plenty in 2015. Of this number, 84 were female (39%) and 133 male (61%). The chart below shows the gender of 2015 students.

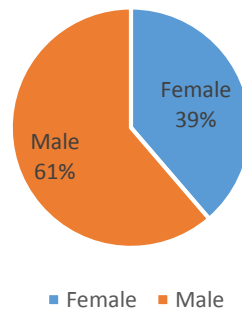


Figure 6: Gender of 2015 Bay of Plenty Polytechnic students in Ōpōtiki

One hundred and fifty-five students (71%) were of Māori ethnicity; twelve (6%) were Pasifika peoples. The chart below shows students' reported ethnicity.

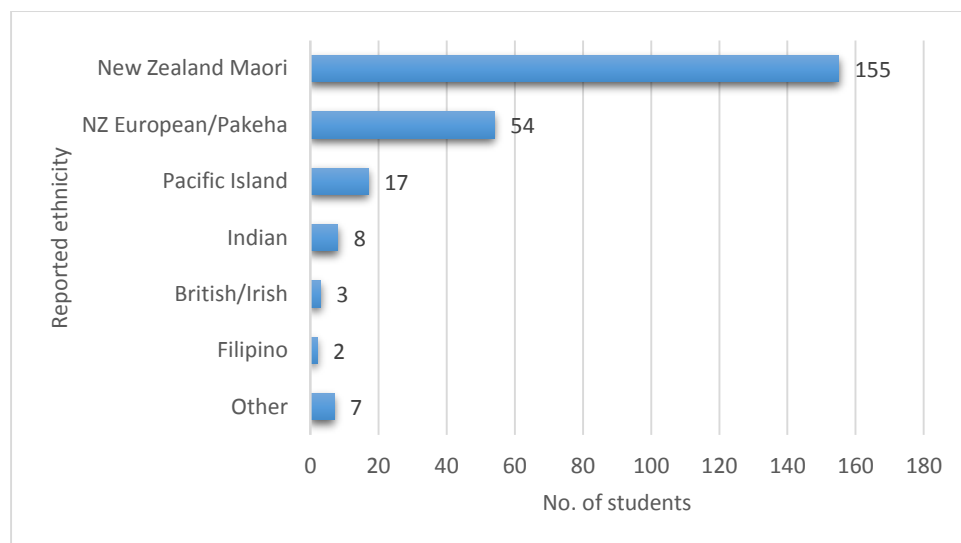


Figure 7: Reported ethnicity of Bay of Plenty Polytechnic Ōpōtiki students 2015²

Seventy-three students (34%) were under 25 years old. The chart below shows the age breakdown of 2015 students in Ōpōtiki.

² a student can identify with up to three ethnicities therefore percentages do not add up to 100%.

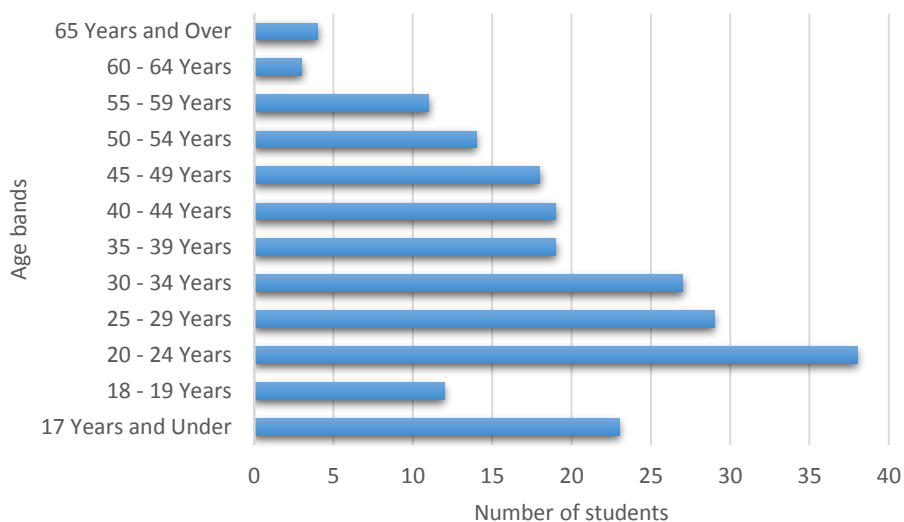


Figure 8: Age breakdown of Bay of Plenty Polytechnic Ōpōtiki students in 2015

Student completions 2015

The following table summarises student completions for all courses taught in the Eastern Bay of Plenty in 2015. Because of the way that programme information is coded in the student database, it was not possible to differentiate between the different locations where programmes were taught. Therefore the data for horticulture programmes in particular also includes courses taught in Te Kaha and Edgecumbe.

Table 2: Completion statistics for Bay of Plenty programmes taught in the Eastern Bay of Plenty, 2015

Programme	EFTS	Number of students	Percent Success (by EFTS)
Certificate in Maritime & Fishing Technology Level 3	27.39	31	92.6 %
National Certificate in Beauty Services (Cosmetology) Level 3	21.23	49	92.7 %
Certificate in Beautician & Cosmetology Level 4	5.40	9	88.9 %
National Certificate in Horticulture (Introductory) Level 2	2.13	14	89.1 %
Certificate in Kiwifruit - Orchard Skills Level 3	20.39	106	100.0 %
National Certificate in Horticulture Level 4	4.88	10	75.7 % ³
Certificate in Preparation for Law Enforcement Level 3	1.73	3	75.4 %
National Certificate in Aquaculture Level 4	1.52	14	92.9 %

³ Completion statistics for the National Certificate in Horticulture Level 4 include three cohorts of students who began this qualification late in 2015, and therefore will not complete until 2016. Without inclusion of these three occurrences, completions in this qualification are 100%.

Student evaluations

Student evaluations were available for some programmes only. No evaluations were available for the Certificate in Aquaculture L4 or Certificate in Preparation for Law Enforcement L3. For horticulture programmes, separate course evaluations were not available for occurrences in the Eastern Bay of Plenty.

Overall satisfaction ratings were high, as can be seen from Figure 9 below.

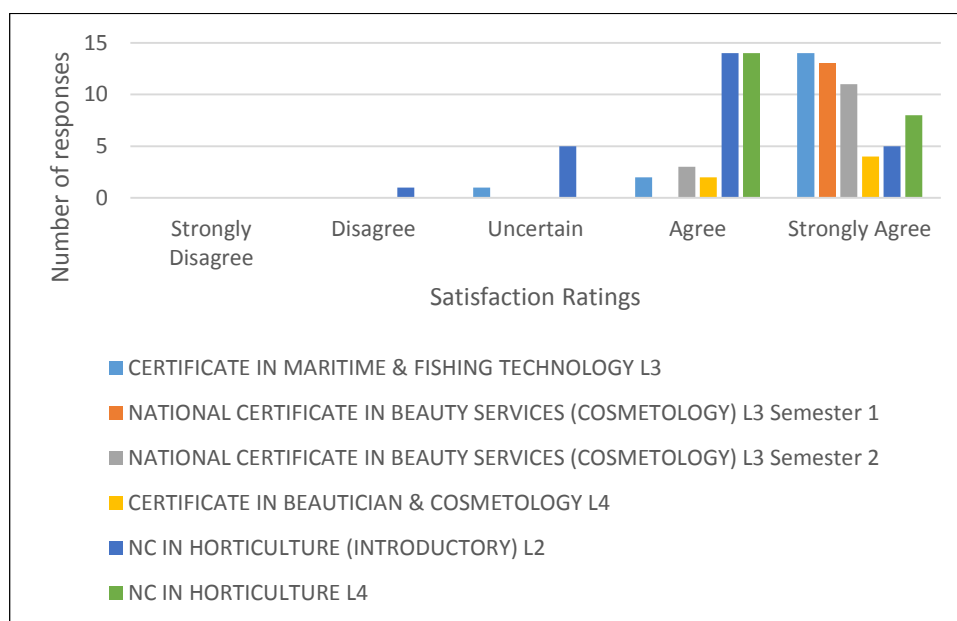


Figure 9: Satisfaction ratings for Ōpōtiki programmes in 2015

For the Certificate in Maritime Fishing Technology L3, 17 students (55%) completed the course evaluation. All of these students agreed that they felt comfortable in the learning environment, and 94% either agreed or strongly agreed that they were satisfied with the programme overall. When asked what was going well on their programme, respondents reported that their learning was going well. Examples of their comments are:

Learning good stuff, doing stuff I haven't done before

Learning things out at sea that I've never known

When asked what would make their programme better, twelve people suggested access to gym membership. Several people also wanted more trips away, and more equipment.

In the beauty courses, response rates for the course evaluation were variable, with only 67% of level 4 and 55% of level 3 students completing the evaluation. All of the respondents agreed that they felt comfortable in the learning environment and 100% either agreed or strongly agreed that they were satisfied with the programme. When asked what was going well, most students said "everything". Some also mentioned that they loved learning and understanding new things. For example, one person said "Learning about cool stuff I never ever thought I'd be able to understand". When asked what would make the programmes better, several people said that a bigger classroom was needed. Some also suggested more resources available in the classroom, so that it was more like a salon.

Because the evaluations for horticulture programmes were amalgamated across all occurrences in different locations, it was not possible to isolate responses from students based in the Eastern Bay of Plenty, nor is it possible to report response rates. Overall satisfaction was again high, with 76% of Level 2 students and 100% of Level 4 students either

agreeing or strongly agreeing that they were satisfied with the programme. Again, students made positive comments about their learning, and about the practical nature of the programmes. Only one comment specific to Ōpōtiki was noted, with one student requesting “*learning facilities in Ōpōtiki*”.

From the programme evaluations, the only question to which less positive responses were made was a question that asked about the usefulness of Moodle resources. However, even in response to this question, few negative responses were received.

Overall, course evaluations for programmes offered in Ōpōtiki were very positive, with high satisfaction ratings for all courses, many positive comments made by students about what they were learning, and very positive comments about their tutors.

Evaluation Findings

Student Feedback

Impact of their study

Students talked about their study impacting on them in several ways. Firstly, they believed that gaining their qualification would be of benefit to them. Some saw their qualification as a stepping stone to employment:

I want to get on to the mussel farm over in Coromandel, see if I can get a bit of knowledge there, so when this one opens up I can share my knowledge with younger ones here... I want to get into aquaculture (CMFT student).

My girl wants to go on the boats – she’s not here today, but she wants to go to sea. I’m here for the mussel factory.

Others were interested in further study. One student in the Certificate in Preparation for Law Enforcement planned to go into the navy, another wanted to complete further study as preparation for going into the police. The horticulture students were all employed already in the kiwifruit industry. Some of them wanted to continue their study while working in the industry so that they could advance their careers, for example by gaining management skills.

Aquaculture Trades Academy students were pleased to be able to gain NCEA credits, and one reported “*mostly all the stuff we did was fun, but we were learning*”. Several of these students had an interest in seeking future employment in the mussel farm industry.

A small number of students in the Level 4 Beauty course had an interest in starting up their own businesses in future “*There are also the girls that want to do their own business... to extend into a salon.*” They could also see usefulness for their skills in working with whānau, many of whom had never been to a salon. “*Not a lot of Maori women will touch that (salon), but they might try it if it is their niece.*”

Students also reported that they had gained other transferable life skills. One spoke about her fellow students:

Most of these ladies have joined the gym, motivation is the key. When (the tutors) got here we were a bit slumpy, but now you can see how interested we are to tell you these things? (Beauty student)

Another said: “*the book is ours, we just got to write it now. You’ve given us this opportunity so it’s up to us to take that on board and go further to better ourselves, we’ve got the tools.*”

Impacts went far beyond the actual programme of study. Students talked about joining the gym and one student in the Certificate of Maritime Fishing Technology programme said the course had “*changed my life*”.

Students in the beauty and cosmetology courses reported they were now dressing and presenting themselves differently “*we are not roaming around in our pyjamas*”. They noted that the tutors had taught them to be “*...professional in our mannerisms and our etiquette and our dress*”. They had also gained confidence and more of a purpose in life.

We wake up in the morning and we’ve got reason to be somewhere, we belong, we’ve got a purpose, we belong somewhere, it’s like family. There’s commitment.

When we got here a lot of us were shy, quite withdrawn and now we can’t shut up.

One teenage girl in the Level 3 Certificate in Beauty said:

I do think the courses are a good opportunity... ’cause kids my age are dropping out of school, there’s not much opportunity around this town... there’s not much job opportunities so having these courses actually does give teenagers my age (a chance) to actually experience something new ... so these courses actually help us to learn the things we want to do instead of focusing on other things that are not going to interest you in the future.

There was agreement that even if students were not seeking employment in the exact area of their qualification, many of the skills they had gained from their study would be useful to them in future work. Additionally, several students saw themselves as role models for other younger people in Ōpōtiki, especially within their own whānau.

’Cause the kids notice, plus being role models to our kids... Our kids notice these things too, they notice the change in our health...

Relationships with Tutors

Although students were not asked about their tutors, many spontaneously wanted to tell us how great their tutors were. They reported that their relationships with their tutors were pivotal to their success. One person said “*I can probably speak for everybody here that (tutor) has changed our lives. We don’t want her to go, we don’t want our course to finish, she has inspired us all to... improve ourselves*”.

They reported that it was important to have tutors who were able to relate to them academically, socially and culturally, and who demonstrated an understanding of their lives. One person liked that tutors were “*...easy to get along with*”; others said:

I think it all comes down to the tutor, thoughtful of us as people and individuals... being culturally aware was very important. Culture matters when you come into a shared space like this.

Our tutors are the bomb! They teach us in different ways and relate to us in different things, they’re easy to get along with and talk to.

Each tutor delivered a different style of teaching, some were more hands-on and practical while others were more textbook or learner led.

They particularly appreciated having tutors with local connections, and who were willing to listen. However, tutors travelling from Tauranga were also appreciated. Trades Academy students said this about their tutor:

He's pretty cool, brainy, could handle us... he's the man. He lasted the 13 weeks with us, it didn't even feel that long actually with him, it felt short as.

He was a crack up, he looked after us, he taught us. He maintained, like, kept us interested, yeah.

Some tutors demonstrated their understanding of the reality of students' lives by being willing to allow students to occasionally bring young children into class.

Some classes had more than one tutor, or a tutor plus an academic support person. For example in the two beauty courses that were running at the same time in the second semester of 2015, tutors swapped classes one day a week for several weeks so they would get to know all the students, and also so that Level 3 students would feel more comfortable moving up to Level 4. In the Certificate in Maritime Fishing Technology, an academic support person was recruited locally. Having local connections helped tutors understand their students' lives.

Student relationships

Within their classes, students reported that they built up relationships with their fellow students, and students helped each other out with their studies. In one class, someone reported *"this group is so tight knit, if somebody can't make it, someone else goes and picks them up"*.

Several horticulture students worked for the same employer and liked being able to *"talk as a group"*. They had particularly liked being able to attend the course with their co-workers, so that they all started together and finished together.

Some participants also reported that it was their relationships with others who were already studying that helped them decide to enrol. In the beauty courses, more mature students mentored younger ones. In the Certificate in Maritime and Fishing Technology the younger students were able to help older ones with using the internet to access resources.

The courses also helped in breaking down already existing barriers between groups within the classroom and changed different groups' perceptions of one another.

Programme

Participants reported that it was really important that programmes could be tailored to fit their busy lives and work opportunities. Students in the beauty courses noted that tutors allowed them to bring children in when they were sick or during school holidays, and class hours were organised so that those who had children were able to drop them off at school and pick them up again in the afternoon.

Students particularly liked courses that had a balance of theory and practical, and where they could immediately see the usefulness of the content.

Those participants who had been on field trips found these really valuable for learning about the reality of the industry.

It was an eye opener ... to see what it's like to work on the boat and then see what it's like to work in the mussel factory. I had a picture in my head that I would go and work in the factory, but once I saw it, nah, I'd rather work on the boats.

We could see what they do and what they get paid. See how much mussel they have to shell to get paid.

Coromandel, that was cool, it was free, everything was paid for, we went fishing in the rain. Actually learned a lot about the mussels... they even showed us how the farms operate too.

Having an opportunity to visit the Bay of Plenty Polytechnic campus at Windermere was also considered useful, as students were able to learn more about the various study options available, and the range of on-campus resources offered.

Student aspirations

When asked why they had enrolled in their course of study, participants gave a range of responses. Students enrolled in the Aquaculture Trades Academy programme wanted to gain NCEA credits from the programme, although some also indicated that they were interested in pursuing further study or careers within the aquaculture industry.

One young person thought that the course would help them to gain skills for employment in future, and said

I do think the courses are a good opportunity because, like, 'cause kids my age are like dropping out of school, there's not much opportunity around this town for us to actually get into this stuff... having these courses actually does give teenagers my age a chance to actually experience something new.

Another enrolled because they wanted to gain literacy skills that they thought would be important in the future, while a third person said *"I just did it to get more credits and stuff for school so I'd have a better chance to get into [chosen career]"*. Some of the courses were considered a good transition from school for people who needed to gain confidence in themselves and study skills, while exploring possible future study options.

Students expressed a range of aspirations for the future. Employment was the most often mentioned outcome, and some were very clear that they were seeking to gain employment in a specific industry, such as aquaculture or fishing. One person studying the Certificate in Maritime Fishing Technology reported *"I started on here to be able to get a full time job and change my life around."* Another student in the same course described how their study experience had changed his view of future employment:

Oh well you know, just change, change my life. See what it's like to work on the boat and then see what it's like to work in the mussel factory. I had a picture in my head that I would go and work in the factory, but once I saw it, nah, I'd rather work on the boats.

Those who were undertaking study while already in employment saw their studies as a step to career development, so that they could in future gain more responsible positions within their industry. One Horticulture student said *"that's what we're here for"* while others reported there was the possibility of getting a better job based on their qualifications. However, promotion within their current jobs was not offered as an immediate outcome of their study, although one person said *"in the long run we might"*.

Horticulture students were keen to continue their studies, particularly to gain more skills in management, but said this would depend on whether or not they were able to gain sponsorship.

Self-employment was another option being considered by several students completing the beauty courses, who reported a great deal of interest among their extended whānau for their services. They thought they could be successful because they were known to community and whānau, and planned to work from home. One person said:

There are also the girls that want to go into their own business, you know like to extend into a salon. I think it would be wonderful to have a salon for us girls to go to after we finish the training, you know like something where we can get some work experience.

The usefulness of work experience was also mentioned by other participants, in order to learn more about their chosen industry and also as a way of extending their skills in future. Ōpōtiki College students wanted more Trade Academy pathways to be available to them while they were still at school.

Beauty students wanted further study options to extend their knowledge to the next level. For instance, some were interested in learning more about nail technology, but noted they would need to travel to Tauranga to pursue this interest.

Further study was a common aspiration, as many of the participants realised that the course in which they were currently enrolled was a first step for them into a future career path, although they were not always sure where that path would lead.

Impact on Community

Several comments were made by participants about how their study was having an impact on the community. Beauty students reported that there was not really much for women to do in Ōpōtiki, so the beauty courses had filled a gap for them. This group also talked about wanting to use the skills they were learning to help others in their community. As one person said *"I wanted to make people feel beautiful too"*. It was also evident that studying impacted on each student's whānau and that some students were becoming role models within their whānau.

Student Support

Students reported that they had received very good support for their studies. Tutors were often the main source of support. They reported that Learner Facilitators had visited them on occasion. The Certificate in Maritime and Fishing Technology course employed a local person for learner support. Whakaatu Whanaunga Trust employed a support person who provided pastoral care for all students for students enrolled in programmes based at the Trust. Whakatōhea Māori Trust Board similarly provided a local person to support students.

Students were happy with the level of support they received from all of these people. Having support people available locally was something they considered important, as it enabled them to get support when tutors were not available.

Challenges

Participants reported a lot of challenges that made their study more difficult, although it should be noted that the students we spoke to were those who were nearing successful completion. Some of the challenges identified were related to the venue and resources available. Students based in both the Whakatōhea Māori Trust Board building and the Whakaatu Whanaunga building reported that internet access was very poor, and at best intermittent. There was very little access to computers. One classroom had a row of computers along one wall, but we were told that most of them did not actually work.

Lack of adequate access to computers or internet made it very difficult for students to access course resources online through Moodle. Certificate in Preparation for Law Enforcement students reported they had plenty of resource books available. However, additional course-related material such as what is available in the Bay of Plenty Polytechnic library, was not available in the Ōpōtiki Public Library.

Several groups spoke of issues with the venue where their classroom was located, with poor ventilation, inadequate classroom size and noise all cited as problems. They raised the need for accessible and fit-for-purpose rooms.

Other challenges reported included lack of understanding and support from the local Work and Income office, and difficulty with stand-down periods. For some students, just getting to class was difficult, because of their personal circumstances. The flexibility and support from tutors was helpful in this regard, and one group noted that Whakaatu Whanaunga Trust had provided excellent support with their enrolment and with Studylink.

In summary, students reported that their study had impacted on many aspects of their lives, including motivation and self-confidence, prospects for further study and employment, and their relationships with one another. They appreciated their tutors, the efforts made to design flexible study opportunities that fit around their busy lives, the practical aspects of their study such as field trips and work experience, and the support they received from tutors and others. Many aspired to enter further study or seek employment in a range of fields related to their study, or advancement within their current employment. Students reported several challenges and made suggestions for further improving study venues, access to internet and resources, and providing hands-on work experience.

Tutor Feedback

Suitability, value and success of Bay of Plenty Polytechnic programmes

Tutors gave a range of responses to this question. All tutors believed that their programme had been suitable for delivery in Ōpōtiki for various reasons. Tutors on the horticulture, maritime and aquaculture programmes reported that their programmes were relevant to current and proposed future development, such as development and expansion of the kiwifruit industry and the mussel farm. Comments included:

These programmes are vital to the economy and local employment

Ōpōtiki is oriented to the ocean and kaimoana

Creating job opportunities, allowing you to still live in Ōpōtiki and work

Horticulture tutors noted that local groups were taking back leased land from larger organisations to run themselves, therefore needed to upskill themselves and their staff.

Most tutors commented on the success of their programmes. Horticulture tutors reported their programme outcomes have been “variable”, with block courses being more successful. The aquaculture tutor reported that all of the students who came to class passed the course, and that their attendance increased over the time of the course.

Tutors in the Certificate in Preparation for Law Enforcement believed the programme was suitable for many people in the community because it taught a good range of basic skills and contained valuable content such as a “managing violence” unit. They also reported the programme would be useful in preparing people who wanted to go into the armed forces. However, they wondered if it could be marketed better, so that it was seen as more than a course to prepare people to apply to join the police. Students who enrolled in the programme had found it useful in preparing them for either police training or the armed forces.

Beauty tutors reported that their students liked the kinaesthetic nature of their course, with one noting “*they loved it because it was a mixture of practical and theory, and they could understand*”. In addition to completing their qualification, students gained soft skills, confidence and self-esteem. Tutors said that many students had reported that the beauty course was life-changing for them. One said:

They put a hangi on for me at the end and they all stood up and told me how it had changed their life, one by one, and I've got letters there that they've all written. So the value is fantastic actually. It was really huge for some of those girls... we even had their men coming in saying how it had changed these girls' lives... I had the police come in and say how amazing it was. They came in actually to say thank you to me.

Another tutor reflected on its value for her students:

What I've seen happen in students has been far more than I expected to see... clearly a lot of my students, they're very exposed to one type of life and haven't had much opportunity to get out there, so they experienced something that was new... they've been exposed to far more content because of the life they've been living prior... but they also changed very much in themselves. Their self-confidence was far higher... they got more value out of certain things than I would have expected.

Several tutors teaching on different programmes reported that most of their students had been out of education for a long time, and that many had not completed secondary school. Because of this, their study had been “*challenging, but achievable*”. However, tutors also reported that interest in further study was high amongst both their students and their whānau.

Impact on students, whānau, community

All tutors reported that their programmes had a positive impact on students that included personal growth and soft skill development alongside the skills and knowledge relevant to their particular courses. For horticulture students, who were already working in the industry, tutors could see that they were immediately able to apply their knowledge in the workplace and see their capability develop. Many of these students had previously dropped out of school, so succeeding in their studies at tertiary level also built confidence.

For aquaculture students, their study provided an opportunity to think about their future careers. These students responded positively to being treated like adult learners while still at school, and many were enthusiastic about enrolling in further trades academy courses. The provision of a field trip gave these students a chance to see the realities of mussel farming and processing industries.

The beauty courses had clearly had a big impact also on the confidence and self-esteem of students, as well as giving them an experience of success in study, often for the first time. Tutors reported that for some students, the courses provided a pathway to further study. These students were also exposed to other possibilities different from their current lifestyle. One tutor noted:

...it is so incredibly normalised, things that we would think we only see on the news, the domestic violence is incredibly high, drug abuse, child abuse, alcoholism, violence, you name it, gangs, it's very, very high...

For students for whom such a lifestyle was considered normal, coming to class was “*a safe place*” where they were exposed to a different life. Some were prompted to look at changing their lifestyle, which included getting out of violent living situations. The Maritime programme brought into one room students from diverse backgrounds, who had at times been in conflict with one another in their lives. These students were able to establish relationships across their different gang affiliations and work together in the classroom.

Tutors also reported impacts on students' whānau and community. Horticulture tutors said that others working in the industry could see the students' capability developing, and the completion of courses gave students recognition within the workplace. One tutor reported *"the wider community is celebrating"*.

Beauty tutors reported that they saw their students become role models in their whānau and community; this was helped by allowing children to come into the classroom, and also by the provision of a clinic for whānau and community to *"come and get pampered"*.

In the Maritime course, the impact was seen in both directions, with students being supported by their class for tangihanga and hui, where the class would not only attend these events to support one another, but also provide kaimoana. Support of whānau was seen as important for students' engagement and success and a tutor noted *"without the support of the whānau many students would struggle to complete the programme"*.

Another big impact for many students was in the area of employment prospects. Following the beauty course, one student was starting up her own business in Ōpōtiki, and two others were moving away – one for further study and the other for work. Both students completing the Certificate in Preparation for Law Enforcement were applying for entry to their chosen careers (police and navy).

However, impacts were not all positive. For some students, their whānau were very supportive, but others were resistant to change. One tutor spoke about both negative and positive impacts on whānau:

And one of my top students, very, very bright, so much capability, and her partner would just run her down, tell her she's dumb, stupid, she didn't know what she was doing and she should just be at home looking after the kids...

And then you've got another side where that person starts to change and it slowly starts to affect their children, their sisters, their aunties, a lot of the family have come in and had an experience for themselves, we run a clinic, which is very life-changing.

Experience of Teaching in Opotiki

Tutors acknowledged that teaching in Ōpōtiki was quite different from teaching on campus in Tauranga, with less access to resources. Some courses such as beauty and maritime needed access to specialised resources (such as basins, chairs and net benches), and tutors talked about having to manage with what was available. However, they found ways to work around the lack of resources or to ensure that they had the resources they needed. One person reported:

I brought everything down on a memory stick ... you can get round it, you don't have to have internet. As long as you've got your admin day, ISS had to download a whole lot of stuff from YouTube, but once I had it, it was all good.

We have terrible internet and we have to do everything by workbook, but that's fine. Those students just need to go out at the end of that course feeling very confident about what they're doing, and know what they're doing. How that happens doesn't necessarily mean that we need all this fancy gear.

Everyone agreed that lack of access to internet and computers was an issue for both them and their students, and several relied on workbooks for their classes. Two people reported that they had to make adjustments in the way they taught in Ōpōtiki, to suit the different venue and students. One tutor also commented on the lack of library resources and another on the lack of gym facilities.

Many comments were made about the venues available for classes. Horticulture tutors reported they had taught in seven different venues since 2008, and that the quality of venues had varied. Most people identified issues with the venues such as noise, lack of heating, room size and glare. One person commented on the effect of the venue on students:

I've spent some time in my own time I've painted the room and I've put curtains in so that when the students go in they would feel like they could get into that part and play that role, instead of just coming along and being too casual.

However, one tutor commented positively on the venue: *"It was comfortable, it was warm enough in winter, we had a heat pump in our room"*.

Very positive comments were made by the tutors about their relationships with Ōpōtiki-based organisations that provided them with rooms, and with other kinds of support. In particular they valued their relationships with Whakatōhea Māori Trust Board, Whakaatu Whanaunga Trust and Ōpōtiki College.

Horticulture tutors noted that student numbers were variable due to sponsorship, and that there was variable support of their courses by employers.

Student Support

Several tutors mentioned that Learner Facilitators from Tauranga had visited their classes, and believed students received the same level of support as on-campus students. However, most of the academic support was provided by tutors. The Certificate in Maritime and Fishing Technology employed a local tutor to provide assistance to their students. In the Certificate for Preparation for Law Enforcement, the tutor described a 'tuakana-teina' model, where she drew on her own experience as a recently-completed student.

Most pastoral care was provided by Whakaatu Whanaunga Trust and Whakatōhea Māori Trust Board staff; tutors spoke very highly of the support provided by both of these organisations. Both employ people whose role it is to provide student support. One tutor said of Whakaatu Whanaunga support:

It's very community-focused and they cover the whole person. They're interested in the family as well. They're looking to improve that person's life and their immediate family that they live with. It's a very good support. It's great to have it because when you have students who don't turn up, you don't have time to go and find them, you've got to get on with the others. It's that behind the scenes.

Tutors appreciated students having access to support provided by local people, In addition, staff within these two organisations assist with administrative tasks, such as interviews, StudyLink and birth certificates.

Horticulture tutors noted that their students get support for study from their employers, and emphasised the need for further industry support in the form of sponsorship to enable more workers to enrol in study.

Future programmes in Opotiki

Tutors were asked what programmes they thought should be made available in Ōpōtiki in the future. Horticulture tutors noted that the Targeted Review of Qualifications (TROQ) will have an impact, and that future programmes will be more practically-based. Several others suggested that the new, post-TROQ foundation programme could be contextualised for Ōpōtiki, for example with strands in cookery.

Several suggestions were made to provide programmes relevant to the mussel farm and harbour development, such as aquaculture with strands in seafood processing and vessel

operations, maritime and fishing programmes and leadership qualifications. Vehicle programmes such as forklift were also suggested. Other suggestions were:

- Literacy and numeracy
- Self-development/personal presentation
- Café operations
- Fitness
- Preparation for entry to the armed forces
- NCEA L 1 & 2
- Beauty again
- Basic hairdressing
- Nails short courses

Several tutors suggested that it would be useful for Bay of Plenty Polytechnic to have its own venue or campus in Ōpōtiki. Field trips were suggested as a valuable addition for some courses, and one tutor wanted to have greater whānau involvement in future courses.

In summary, tutors believed all the programmes they were teaching in Ōpōtiki had value for students and community. They provided many examples of positive changes they had observed in students, which had also had an impact on their whanau, and described students as role models within the community. Tutors made a number of suggestions for future programmes they believed should be offered in Ōpōtiki, and emphasised the value to students of practically-oriented programmes, programmes that offered opportunities for work experience and field trips.

External Stakeholders' Feedback

All of the stakeholders were positive about Bay of Plenty Polytechnic programmes offered in Ōpōtiki. They commented on the excellent student outcomes that were being achieved, and the changes that study was making in the lives of many students. Several people had noticed students developing self-esteem and self-confidence. One person commented that many of the students were “*second-chance learners*” and reported:

Many come from difficult backgrounds... We're getting them from crisis to being contributors, and the tohu is a symbol of their achievement

One person's perception was that studying was helping some young people to re-engage in education and also in the community. Someone commented that it was helpful for young students to be treated like adults. Another participant also noted that the courses were helping to break down barriers between different social groups in Ōpōtiki. Successful outcomes included students continuing on to further study, starting up their own businesses and some deciding to leave violent relationships.

Another participant talked of being impressed with Bay of Plenty Polytechnic's willingness to learn and to do things differently, and described the organisation as “enterprising”. One example of this was the industry-based nature of the horticulture programme, with courses being taught in the orchard or close to where students were living and working. They emphasised the importance of “learning outside the classroom” and of tutors being willing to come to where the students are.

One person reported that students become celebrities; an example of this was a horticulture student who had written an article about her study for the local newspaper. Both the class and her employer spoke about this, as well as another stakeholder group. Another participant also suggested “...*profile young locals who have mapped out successful careers; that will help others to imagine their own pathways*”.

Many suggestions were made for further enhancing the study opportunities in Ōpōtiki. Stakeholders clearly thought it was important to have local educational opportunities, as many people were unable to travel. Several people thought that all tertiary education providers needed to work together to ensure that a coherent suite of programmes was offered, with clear study pathways for students, particularly leading to future careers related to the mussel farm and the planned harbour development. A collaborative co-development model was preferred, with tertiary organisations working in partnership with local organisations and industry. It was considered important for there to be “locally-led solutions” and for tertiary providers to work more directly with industry.

Several participants noted that at present they have contact with a range of people from different parts of the polytechnic, and that it would be more helpful if they could deal with one person who could coordinate all Bay of Plenty Polytechnic programmes in Ōpōtiki. One of these also suggested that a newsletter with information about upcoming programmes would be helpful.

The usefulness of encouraging students to “hook into the world” was noted. Field trips were reported to be a good way of doing this. Provision of opportunities for people to “give back to the community” using their skills was one suggestion; another stakeholder said:

[Community] need to make work experience available for these students, even if there are no jobs available yet.

One stakeholder group reported that qualified people tend to leave Ōpōtiki in order to get jobs, but that many would be likely to return if employment became available. They anticipated that with the planned harbour development and mussel farm, employment opportunities would increase, and that this would entice some people to return.

One person suggested a shared tertiary campus be established in Ōpōtiki, and that decisions about future programmes be made using a lens of “place-based needs”, to ensure the most appropriate programmes and courses are offered. Working with the local library which is currently planning to develop a technology centre was also suggested. Alongside this, it was considered important to employ local people as tutors as far as possible, and to ensure that tutors are connected to the community. People appreciated the efforts that Bay of Plenty Polytechnic tutors had already made to develop strong relationships with community organisations and people.

When asked about possible future programmes to offer in Ōpōtiki, the stakeholder groups made many suggestions. The most often recommended programmes were in the primary industries, such as horticulture, aquaculture, forestry and marine. Of high importance are programmes that equip people for employment in the mussel farm and harbour development, such as construction and engineering. Thinking laterally about how the proposed developments will boost growth in the Ōpōtiki district, people also thought that programmes in small business management, communication skills, administration and accounting would be useful.

Given the number of young people leaving school without qualifications at present, other suggested programmes were foundation programmes to transition youth back into education, such as driver licensing, sport and fitness, café/barista and multi media (film, music production, art, music, dance). Stakeholders were also keen to continue all of the programmes currently or recently offered, including beauty and preparation for law enforcement. Some people emphasised the importance of programmes that would help people to develop “soft skills” such as self-presentation, confidence and self-esteem.

Feedback obtained from key community stakeholders about Bay of Plenty Polytechnic programmes was very positive, with this group also noting the impact participating in

education was having on many students who were previously disengaged from education. Suggestions were to continue to offer existing programmes in Ōpōtiki, to add several other programmes particularly those that would develop skills needed for the mussel farm and harbour development, to have one liaison person available to work with community stakeholder groups, and for Bay of Plenty Polytechnic to work together with other tertiary providers. Stakeholders anticipated employment opportunities would grow in Ōpōtiki in future, and wanted to see their own young people develop the skills to meet the likely increased demand.

Discussion

The aims of this evaluation were to evaluate the impacts on students and on the community of Bay of Plenty Polytechnic programmes delivered in Ōpōtiki, to gather information about the suitability, value and success of these programmes and to gather suggestions about possible future programmes to be taught in Ōpōtiki. The information gathered from Bay of Plenty Polytechnic completion statistics, students, tutors and community stakeholders demonstrates the success of the 2015 programmes. Completion rates were consistently high across all programmes, and exceeded Bay of Plenty Polytechnic benchmarks.

All the groups interviewed viewed the programmes as successful beyond the completion of courses and qualifications. They saw success in terms of students achieving qualifications that would lead them to further study and employment, or in some cases self-employment. However, success was also measured in other ways. Students, tutors and community participants all reported that study had a positive impact on the students themselves, and in many cases on their whānau and community. They agreed that studying provided students with a range of “soft skills”, such as self-confidence and self-esteem, personal presentation and motivation to make changes in their lives outside of study. There were many reports of how study had changed students’ lives, and some participants told detailed stories about those changes. Course evaluations contained many comments from students about how much they enjoyed learning new skills, even though many of the students we talked to said they had earlier dropped out of school disillusioned with education.

Students and community stakeholders reported that the programmes currently being offered in Ōpōtiki were suitable for the community. Unemployment rates in Ōpōtiki and the Eastern Bay of Plenty are higher than in many other places, with many people leaving the area to find employment.

Both students and community participants commented positively on the range of programmes being offered by Bay of Plenty Polytechnic in Ōpōtiki. Aquaculture and maritime programmes were considered useful in preparing students for future work on the mussel farm, on boats servicing the mussel farm or in the mussel processing factory. Horticulture courses were considered highly relevant for the growing kiwifruit industry in the Eastern Bay of Plenty in particular, and feedback indicated that Bay of Plenty Polytechnic has built strong relationships with this sector. Community participants thought that beauty programmes were useful in enticing women, particularly younger women, back into education, in addition to improving their soft skills, motivation and personal presentation.

We also received very positive comments from students and community stakeholders about the tutors. The importance of Bay of Plenty Polytechnic staff being willing to build relationships was emphasised, as was the value of employing local people as tutors and student support people. Feedback about Bay of Plenty Polytechnic’s relationship-building to date was very positive, from both students and stakeholders.

It was clear that the current partnership relationships that Bay of Plenty Polytechnic people have with the Whakatōhea Māori Trust Board, Whakaatu Whanaunga Trust and with Ōpōtiki College were important. Several people told us they thought it was important that these

were equal partnerships, where both parties worked together. However, community stakeholders reported that they would prefer that Bay of Plenty Polytechnic had one person to coordinate all programmes taught in Ōpōtiki, rather than dealing with different people for the different courses. This position would need to work with tutors in building strong relationships, and was not seen as replacing the need for tutors to establish their own networks and relationships.

Suggestions were made for future development of programmes in Ōpōtiki. Many people wanted Bay of Plenty Polytechnic to have its own venue/campus, although some suggested that a shared tertiary precinct or campus would encourage all providers to work together in future. There was general agreement that all organisations offering tertiary programmes in the Eastern Bay of Plenty needed to work with one another and with community stakeholders to ensure that programmes offered in future would meet the evolving needs of the region. This was considered particularly important because of the mussel farm and planned harbour development, along with other developments in the primary industries, such as horticulture, forestry and agriculture.

Student support was one area where employing local people was viewed by all stakeholders as highly successful. This success was attributed to the local networks and knowledge that these support people had, which meant they were well-placed to deal with a range of pastoral care needs. The independence of these support people from the programmes and tutors was also viewed positively.

The programmes already being offered in Ōpōtiki were considered valuable and suitable by both students and community stakeholders. It was suggested that Bay of Plenty Polytechnic consider offering additional programmes in future that would build on previous offerings and help prepare people for employment in the mussel farm, mussel processing factory, ancillary industries such as construction, engineering and service industries such as tourism and hospitality. Ōpōtiki community leaders are expecting that the harbour development will lift employment possibilities across a range of ancillary industries. The current and planned developments in horticulture, forestry and agriculture will contribute to increased demand for skilled workers, managers and business owners. Programmes offered in Ōpōtiki both now and in the future should be anticipating this expected growth by offering people opportunities to gain skills for the future.

It was clear that at present, the range of programmes being offered by Bay of Plenty Polytechnic have potential to provide people in Ōpōtiki with skills that can support “sustainable social, cultural, economic and environmental development” as envisaged by the *Bay of Plenty Tertiary Intentions Strategy 2014-2019*. Furthermore, our institution is working closely with regional industry stakeholders, for example in the kiwifruit industry, and establishing collaborative partnerships with Ōpōtiki College, Toi EDA, and Māori stakeholder organisations to ensure programmes meet regional needs, and provide clear career pathways for students, all recommendations made within the TIS.

At present the availability of technology infrastructure in Ōpōtiki seems to be lagging behind growth in other areas. Many participants reported that lack of access to technology in 2015 had made study challenging. However, lack of consistent access to technology did not seem to have been a barrier, more a challenge that required creative solutions and work-arounds. In future, it is likely that infrastructure will improve with greater access to faster internet at least within Ōpōtiki itself. For instance, several participants reported that the Ōpōtiki Public Library is in the process of developing a technology hub. It would be sensible for Bay of Plenty Polytechnic and other tertiary providers to collaborate with the library in order to ensure provision of suitable technology (computing and internet access) for our future students.

A note of caution, and one mentioned by several stakeholders, is that Ōpōtiki is a fairly small community, with around 8,436 people living in the region, and approximately half of these in Ōpōtiki itself. There is a danger of ‘flooding the market’ with too many courses and programmes. Because of this it is important that Bay of Plenty Polytechnic collaborates with key community stakeholders when planning future programme offerings and also works with other tertiary providers to avoid duplications.

That said, it is likely that the education and training needs of the Ōpōtiki region will expand in the future, alongside planned development in primary industries and the harbour development. Bay of Plenty Polytechnic clearly has a good reputation in Ōpōtiki amongst key stakeholders and industry organisations, which is based on consistent good practice by all of our staff in establishing respectful and open relationships. Because of these relationships, our organisation is well-placed to continue to offer high-quality programmes to meet the expressed and future needs of the region.

Recommendations

It is recommended:

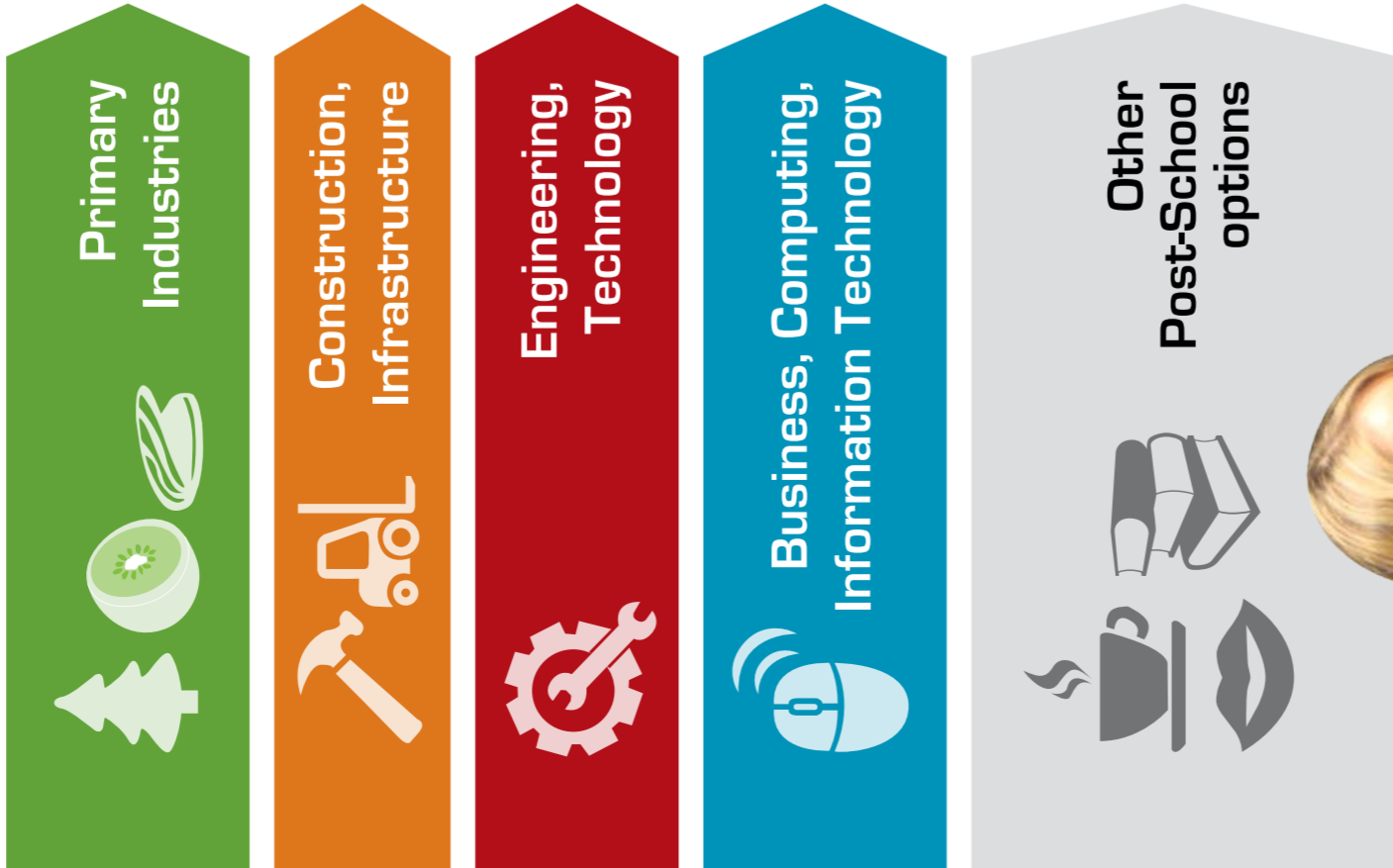
1. That Bay of Plenty Polytechnic appoint a liaison person to work with all Ōpōtiki programmes and stakeholder organisations to coordinate programme development;
2. That Bay of Plenty Polytechnic continue to foster partnership relationships with community stakeholder organisations such as Whakatōhea Māori Trust Board, Whakaatu Whanaunga Trust, Ōpōtiki College and Te Whānau-ā-Apanui Fruitgrowers Inc.;
3. That decisions about future programme offerings be made in collaboration with key community stakeholder organisations to ensure programmes meet the specific needs of the community;
4. That Bay of Plenty Polytechnic staff work with other tertiary education providers in the Eastern Bay of Plenty region to ensure:
 - a. Programmes are available to fill skill gaps identified by the community, and
 - b. Avoidance of duplicate programmes;
5. That as far as possible local people/organisations be contracted to provide pastoral care for students;
6. That Bay of Plenty Polytechnic, together with other tertiary education providers, investigate the possibility of developing a shared tertiary education precinct or campus;
7. That Bay of Plenty work with partnership organisations to ensure that premises provided by partners and used for programme delivery meet the needs of both students and tutors (for example in terms of size, warmth, lighting, ventilation, quietness and security);
8. That Bay of Plenty Polytechnic consider the possibility of supplying computing equipment for student and tutor use in Ōpōtiki, as well as installation, maintenance and replacement of such equipment;
9. That Bay of Plenty Polytechnic explores the possibility of collaborating with Ōpōtiki District Council in developing a “technology hub” in the public library that will be suitable for use by students;
10. That Bay of Plenty Polytechnic work with the Ōpōtiki Public Library to develop their collection in subject areas of importance to students and future students;

11. That Bay of Plenty Polytechnic participates actively in the ToiEDA project for workforces development to meet the future skill needs of the region;
12. That all programmes taught in Ōpōtiki endeavour to offer students practical components that provide them with opportunities to put their learning into practice and learn about the industry they are working towards (e.g. work experience, field trips).

References

- Bay of Connections. (2014). *Bay of Plenty tertiary intentions strategy 2014 – 2019*. Retrieved from <http://www.bayofconnections.com/sector-strategies/tertiary-intentions-strategy/>
- Ōpōtiki District Council. (2015). *Ōpōtiki District Council harbour transformation update October 2015*. PowerPoint presentation to Toi-EDA Workforce Development meeting, 8 October.

Education and Training Pathways to Work - Ōpōtiki 2016



NCEA Level 2	NCEA Level 3	General, Bridging/ NZQA Level 1	NZQA Level 2	NZQA Level 3	NZQA Level 4
<ul style="list-style-type: none"> > Horticulture > Aquaculture Trades Academy 	<ul style="list-style-type: none"> > Horticulture 	<ul style="list-style-type: none"> > Carpentry Skills 	<ul style="list-style-type: none"> > Carpentry Skills > Carpentry Skills > Various Licenses (Forklift Licenses and Work safe Certification) 	<ul style="list-style-type: none"> > National Certificate of Customary Fishing > NZ Certificate in Forest Harvesting Operations > Certificate in Maritime and Fishing Technology > Horticulture 	<ul style="list-style-type: none"> > Te Wai Māori Certificate
<ul style="list-style-type: none"> > Construction – Trades Academy 					
<ul style="list-style-type: none"> > National Certificate in Engineering 	<ul style="list-style-type: none"> > National Certificate in Mechanical Engineering 				
<ul style="list-style-type: none"> > Digital technology > Accounting 	<ul style="list-style-type: none"> > Digital technology > Accounting 	<ul style="list-style-type: none"> > Individual Pathway Plans, (Pathways, Beginners Computing) 		<ul style="list-style-type: none"> > Certificate in First Line Management and Leadership > National Certificate in Computing 	<ul style="list-style-type: none"> > Certificate in Small Business Management > National Certificate in Computing
		<ul style="list-style-type: none"> > Certificate in Vocational Skills (introductory) > Drivers License (Car) > Training for Work Course (through WINZ) > Foundation Course (numeracy, literacy, work readiness) with a Level 3 Sport component 	<ul style="list-style-type: none"> > Café Operations > Civil Training for Work 	<ul style="list-style-type: none"> > NZ Certificate in Art & Design > NZ Certificate in Food & Beverage Services > NZ Certificate in Vocation Skills (Hair & Beauty) TBC > National Certificate in Health, Disability & Aged Support > Certificate in Money Management > Certificate in Beauty Services (Cosmetology) 	<ul style="list-style-type: none"> > Certificate in Social Services > Certificate in Rongoa Māori Appreciation > Certificate in Beautician and Cosmetology

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COURSE PROVIDERS 2016

- Te Wānanga O Aotearoa Phone: 07 315 6076
- Te Wānanga O Aotearoa running programmes through Whakatōhea Māori Trust Board (WMTB) Education and Training Unit Phone: 07 315 6042
- Trade Education Ltd Phone: 0800 2872 3333 Email: info@tradeeducation.co.nz 96 Waioteka Rd, Opōtiki and 24 Gateway West, Whakatāne
- Bay of Plenty Polytechnic (BOPP) Contact Person: Phyllip Tapsell Phone: 0800 BOPPOLY ext: 8717 Email: phyllip.tapsell@boppoly.ac.nz

- Opōtiki College Phone: 07 315 7022
- BOPP running programmes through Whakaatu Whanaunga Trust Phone: 07 315 5174
- BOPP running programmes through Opōtiki College
- WMTB Education & Training Unit Phone: 07 315 6042
- Te Whare Wānanga O Awanuiārangī Contact Person: Eula Toko Phone: 022 021 6493 Email: eulatoko@gmail.com
- Trades Academy (Waiariki Institute of Technology and Trident High School)

- Waiariki Institute of Technology FreePhone: 0800 924 274 Phone: 07 306 0050 Email: enquiries@waiariki.ac.nz www.waiariki.ac.nz 33 Cutler Crescent, Whakatāne
- C. Hayes Engineering Ltd Phone: 07 315 8365 Email: c.hayes.eng@xtra.co.nz 96 Waioteka Rd, Opōtiki
- Eastbay Reap (Adult Community Education Coordinator) Contact Person: Mel Craddock Phone: 07 308 4098 ext: 210 Mobile: 027 267 2842



Eastern Bay of Plenty Economic Development Agency

Eastern BoP Workforce Planning

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