STUDENT SUPPORT
AT TAFE NSW

PRESENTED BY
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INTRODUCTION/BACKGROUND

- Partnership between Sydney Institute formed in late 2012 with the University of Ballarat (UB)

- Bachelor of Applied Management (BAM) commenced at St George College – Semester 1, 2013

  - First cohort @ 19 students, x total students, y graduates, 2 currently enrolled


    UB – 2012 – Federation University Australia (2015)!!
PROGRAM OVERVIEW

- Delivery 3rd year BAM program
  - Blended Delivery Format:
    - Weekly online webinar
    - Weekend blocks (Friday & Saturday)
    - Each subject: 2 full day attendances (accounting – 3 days)
    - Tutorial drop in workshops – assessments due
  - 3 Semesters per year
  - Academic Support Program
STUDENT COHORT OVERVIEW

- Full time employees
- Minimal formal qualifications
- Time poor
- Family commitments

- Unable to progress career due to lack of degree
- Non English speaking background
- Did not think university was an option for them
KEY CHALLENGES & LEARNINGS

- Academic rigour required @ 3rd year study
- Perception by students
- Volume of work/requirements
- Time management
- Preparation for study
- Blended delivery model
- Set clear expectations upfront
- Consistent messages/approach
- Early intervention critical
MOTIVATION TO STUDY

- Career change
- Better job
  - Access opportunities in current role
  - Get a job in Australia
  - Further study
KEY STRATEGY

The need to underpin students academic development and support structures

- 3 pronged strategy:

1. Pre commencement:
   - Academic preparation programs
   - Academic skills & finance bridging program

2. On commencement
   - Orientation program

3. During studies
   - Learner support programs
   - Pastoral Care
ACADEMIC PREPARATION PROGRAM

- Two custom developed workshops run over 2 full days (Saturdays)
  1. Academic skills
     - Preparation & Planning
     - Research & Referencing
     - Writing & Critical Thinking
  2. Finance bridging program
     - Gap filling Dip – Adv Dip – Accounting 4 Managers
     - Refresher – financial concepts
     - Practical hands on activities
ORIENTATION ACTIVITIES

- Orientation
  - Intro the systems: Moodle, My Student Centre, Adobe Connect
  - Panel discussion – coordinator, teacher & student
  - Library support & services
  - Expectation setting
  - Peer support
LEARNER SUPPORT PROGRAMS

- Learner Support Tutorials
  - Weekly face to face class (academic and finance)
- Individualised support programs
  - 1 on 1 tutorials
  - Additional support
  - Learning Access / Intervention Plans
- Pastoral Role
  - @ risk monitoring
  - Changes in patterns
  - ↓ Engagement
  - Attendance monitoring
VET PROGRAM STRUCTURE

- Change in delivery model
  - Configuration of subjects to underpin degree structure
    - Academic rigour and assessment strategies
    - Transition via Adv Dip Leadership
MEET OUR STUDENTS

Regina Ramos
Mary Mina
Bimal Gupta
Georgia Spratt
Chris Gadaleta
Con Gerakios
REGINA RAMOS

• Hearing impaired and dyslexic student
• Was told as a child that ‘she would not amount to anything’
• First semester of study ~ almost a complete disaster!
• Implementation of Learning Access Plan
• Went from failing subjects to getting credits & distinctions!
MARY MINA

• Inspirational student!
• Significant personal barriers on commencement of program
• Under developed academic capabilities
• Experiences exam panic and typically does not perform well
• At one stage had failed more subjects than had passed .... Turned the corner and triggered her capability
• Intervention Plan in place .... consistently passing
BIMAL GUPTA

- Mental health & physical disability
- Non English Speaking background
- Limited local work or study experience
- Cultural barriers
- Learning Access Plan in place
- Reduced study load and actively seeks support
- Academic ability has improved significantly
GEORGIA SPRATT

• Dropped out of university in first semester
• Took a break from study and focused on working with limited study
• Lacked confidence in her own academic ability
• During Diploma and Advanced Diploma study developed skills and capabilities and enhanced confidence
• Motivation to complete the degree so that she could move out of lower level retail jobs
• Smaller environment enabled Georgia to succeed and a key to her success was the ability to build her confidence
CHRIS GADALETA

• “I never thought I would see my son in a graduation gown” – Chris’ mum
• Academic development during course program
• Ups and downs during course program
• On verge of giving up part way through
• Developed confidence and capabilities due to smaller and personalised environment
CON GERAKIOS

- Suffers debilitating medical condition making long periods of study difficult but never gave up
- Background in IT and developed from a technical trade
- Commenced an MBA 15 years ago, did not complete due to difficulty in work / study
- Learning Access Plan enabled Con to successfully complete
- Currently pursuing new job opportunities
OUTCOMES

- Strong correlation of final grade and engagement in support programs
- Increased successful completion amongst at risk students
- High course completion rates (over 90%)
- Increased development of academic capability
- Students who may have ‘fallen through the traps’ have successfully completed the degree
- Exceptional feedback and appreciation by students, parents and families
THANK YOU QUESTIONS

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