



# Engaging with Youth Guarantee Students

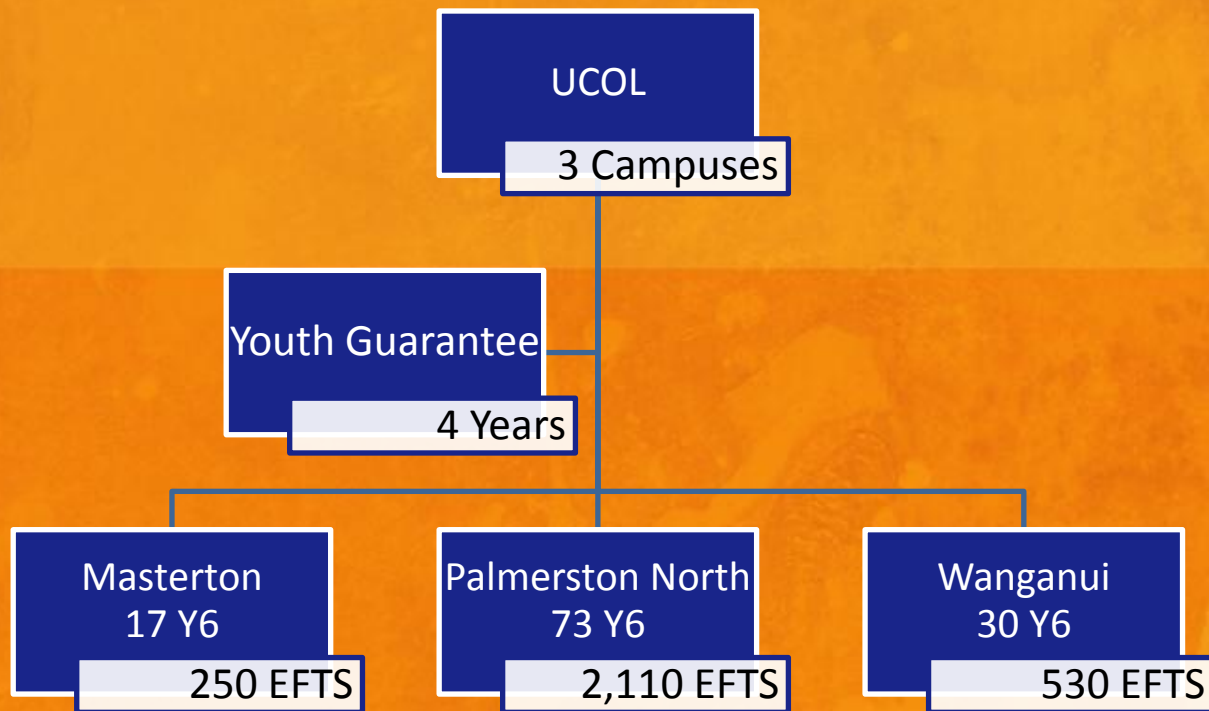
The Rural Campus Experience

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**UCOL**<sup>®</sup>  
Universal College of Learning  
Te Pāe Mātauranga Ki Te Ao

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# Rural Regional Tertiary Delivery



# Gaining a Youth Guarantee Place

## The Student Voice

### Conversation

- Initial meeting to establish student need
- Ensure the student meets criteria

### Interview

- The opportunity for all stakeholders to assess youth guarantee suitability

### Individual Pathway Plan

- Build relationships with relevant staff
- Identify risk and need

### Orientation

- Introduction to the UCOL community, technologies and campus

### Weekly Meetings

- Youth Guarantee Co-ordinator meets students regularly to support the student for success

### Student Surveys

- Six weeks into the course
- Six weeks before the end of course

### Promotion

- Positive stories through a variety of mediums e.g. Newspaper and Campus Connections

# Challenges of a Rural Campus

How is the Student Voice Affected?

## Assumption of Access to Technology

- No cell phone
- No computer
- No landline

## Public Transport (Wairarapa)

- Students have to arrive unnecessarily early and leave extremely late
- Students have to be a little late for class and leave a little early

## External Stakeholders supporting these students

- Unqualified social and youth workers
- Tick-box mentality
- NEETS students not ready for education but research and statistics tell us education is the answer

## Lack of Stair casing

- Cannot provide foundation programmes due to lack of numbers
- Masterton – we only have two PTE's in town providing employment skills level 1

# Student One

Experience of a measured negative outcome

Started National  
Certificate Level 3 –  
18<sup>th</sup> February 2013

- On entry **13 credits**
- Out of school since **14 years of age**
- **Step 2** numeracy and literacy
- Supported by **NEETS** social worker and mother
- Individual Pathway Plan included learning support, counselling, **Maori** student support, health plan
- Accessed **emergency benefit**
- Received a \$500 Trust scholarship
- UCOL provided clothing and food

## What affected learning?

- Time-keeping and erratic attendance
- Legal highs
- Kicked out of home
- Hungry
- Domestic issues
- Learning contract for non-attendance issued on the 17<sup>th</sup> June 2013
- Enrolment cancelled

## Outcomes

- Negative outcome for TEC
- Positive outcomes 5 months engagement at tertiary level in a programme Student One enjoyed when she was here
- Exposure to adult learning

# Student Two

Experience of a measured positive outcome

Started National  
Certificate Level 3 –  
18<sup>th</sup> February 2013

- On entry **NCEA Level 2**
- Completed Year 12 and **16 years** on entry
- **Step 3** literacy, **Step 4** numeracy
- Supported by mother
- Individual Pathway Plan included careers advice and clear employment goals
- Received a \$500 Trust scholarship

## What affected learning?

- Dependency on public transport

## Outcomes

- Positive outcome for TEC
- Entitled to NCEA Level 3
- National Certificate in Hospitality Level 3
- Certificate in Baking and Pastry Level 3
- Is now working in an apprenticeship at a hotel in Wellington

# Conflicts

Student does not have a cell phone

- It is not protocol to buy a student a cell phone as it could be seen as enticement
- Don't want reputation that we provide cell phones to youth

Requirement to have 89% Successful outcomes of YG students

- Pressure to meet government requirements to assist the community by taking at-risk students while balancing successful outcomes

External agencies

- Unqualified youth and social workers
- External stakeholders who have their own outcomes to meet

Desperate Parents

- Failure to disclose issues for fear of not gaining a place on YG

# Early Exits from YG

How is the Student Voice Affected? – Attributing Early Exits

Students who have not had a successful outcome and have exited early from their programme tell us that we could not have done any more for them



# Early Exits from YG

How is the Student Voice Affected? – Attributing Early Exits

Reasons for early exit:

Recreational  
**drug & alcohol**  
use moving to a  
more serious  
nature

Undisclosed  
**mental or**  
**physical health**  
issues

Unexpected  
**extenuating**  
**circumstances**  
eg. pregnancy

**Employment**  
opportunities or  
poor balance  
between study  
and work

**Bad influence** of  
family friends or  
partners

# The Student Voice

Supporting students to engage

- The conversation
- Pro-active student contact and the identification of at-risk students
- Not all measured successes meet outcomes but we have had the opportunity for students deemed a negative outcome to have a tertiary experience even if it is short
- Individual Pathway Plans for YG students
- Strong connection and accessibility between all staff and students

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## TRANSITION AND RETENTION



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