



# STUDENT SUPPORT AT TAFE NSW

PRESENTED BY  
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**TAFE** NSW

# 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
  - Name Changes: Sydney Institute (2012) – Sydney TAFE (2014) – TAFE NSW (2017)
- UB – 2012 – Federation University Australia (2015)!!



# PROGRAM OVERVIEW

- **Delivery 3<sup>rd</sup> 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**



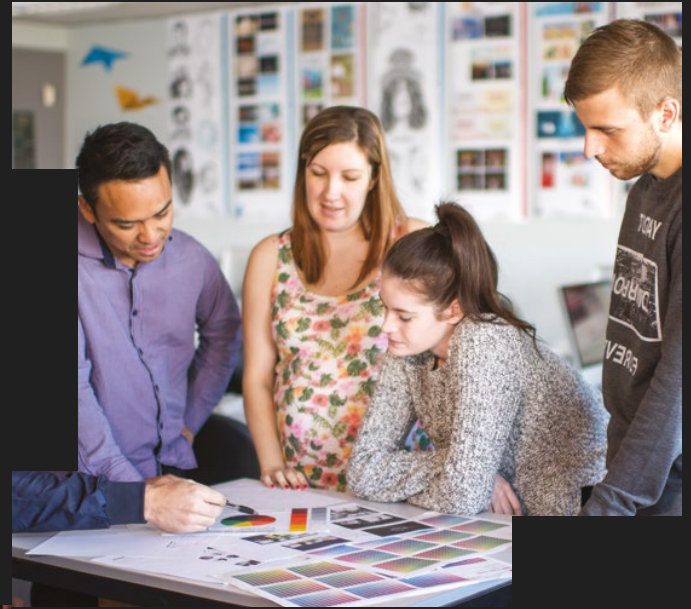
# STUDENT COHORT OVERVIEW

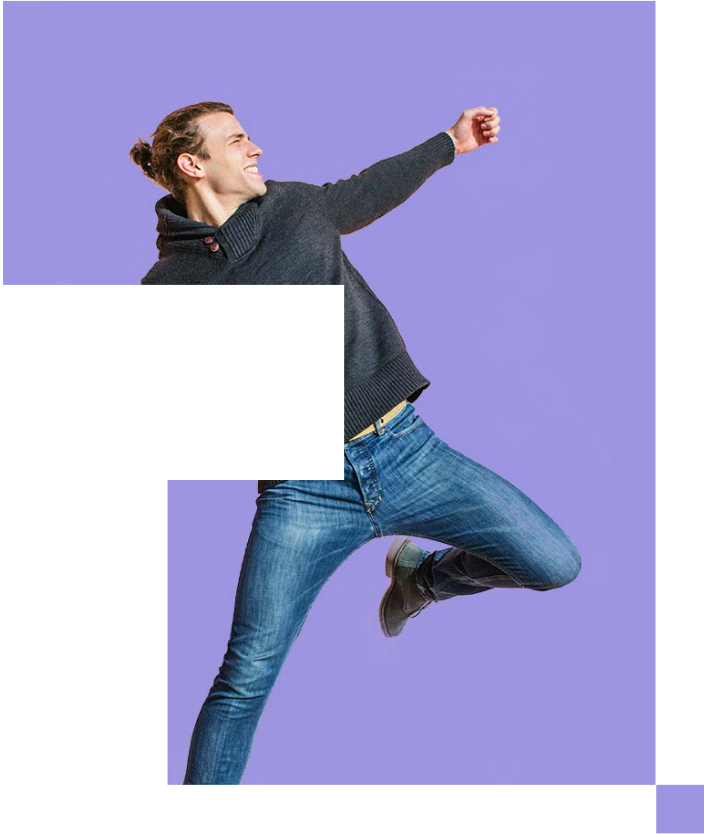
- Full time employees
- Minimal formal qualifications
- Time poor
- Family commitments
- Unable to progress career due to lack of degree
- Non English speaking background
- Did not think university was an option for them



# KEY CHALLENGES & LEARNINGS

- Academic rigour required @ 3<sup>rd</sup> 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**

**Georgia Spratt**

**Mary Mina**

**Chris Gadaleta**

**Bimal Gupta**

**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 @ 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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# THANK YOU



**TAFE**<sup>NSW</sup>