

Investment Plan

for

The Salvation Army New Zealand Trust

(9565)

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INVESTMENT PLAN

2011-2014



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Signed:

Dated: 5th September 2011

Plan Context

Distinctive Contribution

Mission

The Salvation Army

The Salvation Army aims to care for people and transform lives. We work for the reform of society by alleviating poverty, deprivation and disadvantage, and by challenging evil, injustice and oppression.

The Salvation Army Employment Plus

The purpose of The Salvation Army Employment Plus (also referred to as Employment Plus), is to reform lives, including a particular focus on poverty eradication through assisting more people to attain employment.

In pursuit of this purpose and similar to other education providers, The Salvation Army Employment Plus works to:

- Apply social interventions to reduce client's learning barriers
- Provide clients with foundation level education and/or entry level vocational skills
- Broker jobs for clients
- Minister to client's spiritual needs throughout

We provide a range of foundation skills, educational achievement and vocational training throughout New Zealand, up to Level 4 on the New Zealand Qualification Framework.

Employment Plus has long been recognised as a leading community-based training provider. Our strength is in the communities in which we work. We have an excellent understanding of local industry needs and a willingness to work with industry and meet employment demands. All our accreditation is relevant and extensive to meet varied learner and industry needs.

Special Character

Distinct from most, if not all other education providers, The Salvation Army Employment Plus also facilitates, from within the wider Salvation Army resources:

- Identification and understanding of learning barriers which need to be removed before education/training can progress
- Social interventions to remove those barriers holding back learning disadvantaged people
- Pastoral care – both during training and post-placement in further education or employment

Through the last decade around 20,000 New Zealanders have left Secondary School each year having achieved less than NCEA Level 2 (Source: Ministry of Education). Many people continue to finish their education with little or no achievement due to learning barriers including:

- Absent dysfunctional family / care givers
- Addictions
- Abuse
- Being bullied
- Attitude
- Hunger
- Inadequate diet, clothing and sleep
- Financial
- Illiteracy & innumeracy

What makes Employment Plus unique is our emphasis on providing life and work choices for the whole person. For example, the chance to become drug/alcohol free, the provision of a food parcel, transport to a job interview, confidential counseling or further training once in employment as needed. Our philosophy is based on offering a 'hand up' rather than a 'hand out'.

Our special character is to provide learning disadvantaged people with a second chance to become equipped for employment, to gain employment and develop a career; thereby transforming their lives.

Having been the first to pioneer the "individualised training for employment" concept in New Zealand over 30 years ago, The Salvation Army Employment Plus remains a leader in individualised holistic training and education. Employment Plus continues to be flexible and innovative in order to best meet the needs of the disadvantaged job seeker.

In our desire for learners to sustain employment we maintain support to our learners once they gain employment.

Economic Transformation

The concept of training for employment in Aotearoa/New Zealand was conceived by The Salvation Army in 1978 and commenced in Tauranga at a time when unemployment was emerging as a significant issue for the first time in New Zealand since World War II.

Employment Plus has made a significant contribution over the last 30+ years to the improved economic and social status of the disadvantaged. Through our assistance many thousands of New Zealanders have had the opportunity to gain employment and contribute more fully as a member of New Zealand society.

Our role in the achievement of the Government's vision for New Zealand's economic transformation is first and foremost to assist learning disadvantaged people to become economically productive members of society while at the same time enhancing their own life choices. Part of this is the critical role we play in boosting levels of literacy and numeracy. In addition, Employment Plus will continue to contribute to the information and communication technology competence of the New Zealand workforce through development of entry level computer skills.

Today, our client group ranges in age from 13 to 65 years-of-age, with seventy percent under the age 25 years. Employment Plus operates 26 training centres, in communities as diverse and distant as Kaitaia, Christchurch and Balclutha. We also operate temporary centres wherever the need arises and offer well over 100

programmes annually. Programmes are offered throughout the year, depending on demand. Several of our centres are based in small communities where we are the only provider offering employment training opportunities.

At any time we have around 700 people training with us with approximately 1500 learners passing through our programmes in a full year. We offer support and training in literacy and foundation skills to our learners as well as a wide range of clerical and trade/vocational options, primarily at foundation level (pre Pre-Trade level). Most of our training and education delivery is targeted at levels 1-4 of the New Zealand Qualifications Framework including a range of National Certificates.

As at the 30th June 2011 Employment Plus is budgeting to operate a \$7 million/year training enterprise. Our funding is budgeted to be sourced from TEC – 56.5%, MSD 29.9%, Work and Income – 3.6%, Ministry of Education – 3.8%, Ministry of Youth Development – 6% and other Government Departments – 0.02%.

By fulfilling its mission of developing New Zealanders for employment, Employment Plus makes a significant contribution to a broad cross-section of industry sectors including public transport providers, manufacturers, engineering companies, retailers, aged care providers, automotive service and repair, design and graphic arts, farming and horticulture, building trades, leisure activities and the security industry. All programmes are offering learner-centred, employment-oriented training to enable learners to gain and sustain employment.

In 2007 Employment Plus was audited by NZQA and was granted the maximum registration term taking us through to 2010. This was the second consecutive audit that achieved the maximum term. Employment Plus is scheduled for External Evaluation and Review in 2012.

Collaboration

Social and referral links are maintained with government agencies, schools, employers and other providers, this being most effective at the local level within each community. In particular we have good relationships with high schools and Tertiary Education Institutions (TEI's), achieved through regular contact with school transition teachers, school visits to our sites, participation in career expos, learner visits to TEI's and Provider cluster meetings. The tertiary education system of New Zealand benefits from our close collaboration with other providers including The Academy Group (NZ) Ltd, Trade and Commerce, Te Wananga O Aotearoa, Whitireia Polytechnic, Bay of Plenty Polytechnic, Otago Polytechnic and Community Colleges New Zealand Ltd, to name some, through dialogue that minimises programme duplication, ensures the development of programmes that are based on specific community needs and provides opportunities for learners to pathway onto higher learning.

Employment Plus is also collaborating with Trade and Commerce for the development of Learner Management and reporting systems.

Professional development, both as a training organisation and through individual staff, occurs through our membership of several bodies, particularly the New Zealand Association of Private Education Providers (NZAPEP) including the Quality Commission Scheme.

Staff

Our professional development standards require that staff either commence with our standard qualifications or achieve those qualifications within define periods. All staff are recruited with the ability to empathise and relate to learners needs. Needs-based staff training occurs through coaching, training seminars, specific vocational and professional training opportunities, networking, and regular consultations within specific training disciplines. Employment Plus regards staff training and development as fundamental to the development of staff and learners for optimising our delivery and outcomes.

To sustain the special character of Employment Plus, a Salvation Army chaplain is active in each of our centres. They are available to provide support and a listening ear as needed, to assist with links to social services and counselling, and they carry a responsibility for the spiritual wellbeing of clients and staff. Chaplains have access to tailored training and support from a National Mission Director. Their services are available for both staff and learners.

Priority Outcomes

We have recently undertaken a further update to our regular strategic planning and it was resolved that during the period 2010 to 2013 Employment Plus will continue to provide relevant, quality learning which will contribute towards achieving the Tertiary Education Strategy by ensuring the qualifications we offer best meet student and employer needs. We intend to address the Priority Outcome of increasing literacy, numeracy and language levels and skills outcomes from Level 1-3. We have improved and will continue to focus on the transitions, achievement and outcomes for Maori and Pacific Learners.

Increasing literacy, numeracy and language levels

Employment Plus uses an integrated model to provide literacy and numeracy tuition and to raise the foundation skills embedded within the vocational content of training. This enables the learners to develop basic literacy skills – reading, writing, numeracy, form filling etc to enable them to work towards or complete the National Certificate of relevance to the vocational qualifications desired and to be able to function competently in a literacy sense once in the workplace.

Over the last three years we have been a major participant in the scholarships offered by TEC through Workbase to train staff in the delivery of integrated LLN and . Of our current staff 41 have completed Unit Standard 21204 with 35 completing the remaining credits required to achieve the National Certificate in Adult Literacy Education (Vocational). Other staff have also obtained the National Certificate in Adult Literacy Education (Educator).

Selected staff participated in the next phase of implementation by attending training clusters facilitated by the University of Waikato in conjunction with TEC and attending further training sessions in each centre again facilitated by University of Waikato.

All staff have been informed of the Workshop Series 2011 training through the University of Waikato and given the opportunity to attend with several taking up the opportunity. All staff have access to and many have taken advantage of the webinars, modules and information on the literacyandnumeracyforadults.com site.

All FFTO tutors and the majority of our tutors of other courses including TFW and Youth are using the on-line literacy and numeracy assessment tool to assess their learners' literacy and numeracy needs and using the results and the learning

progressions as a basis for developing or adapting their programmes and teaching and learning activities.

Employment Plus has determined that we will seek to support both our foundation learning programme graduates and those at risk within employment with integrated LLN interventions within the workplace. We will continue to consolidate our relationship with recognised leaders of literacy provision in New Zealand such as National Centre of Literacy and Numeracy for Adults, Workbase and Literacy Aotearoa to ensure we incorporate best practice.

Stakeholder Engagement

The Salvation Army Employment Plus has identified our key stakeholders as:

- a. learners and care givers or other supporters
- b. employers
- c. Industry Training Organisations

Learners

Learners we work with typically present to us from one of four situations:

- Youth disengaged from Secondary School with little or no education achievement.
- Unemployed - previously working people seeking to re-skill for further employment / tertiary study or people never employed who have little or no educational achievement.
- Employers purchasing work-based training for existing employees.
- Employees seeking to upskill or renew timebound qualifications

Learners we expect to work with exhibit the broadest range of educational needs:

- Learning barriers to be removed before education will progress
- Achievement of generic study skills – a second chance at Framework Level 1-3 NCEA and National Certificates
- Achievement of generic pre-employment skills
- Achievement of vocational skills relevant to their target career path
- Pastoral care – both during training and post-placement in further education or employment

To prepare these learners and achieve outcomes in employment or enrolment for further education, we design our capacity to deliver holistically to learner needs.

Collaborative interventions to overcome learning barriers and ongoing pastoral care are delivered by drawing on specialist services from within The Salvation Army or other community organisations. If possible, it is an advantage to enlist support and / or reinforcement from the learner's care givers and other supporters.

To deliver education and vocational training relevant to the needs of individuals, we interact with our learners on a daily basis providing the skills and education to empower them to move on of their own accord. Individualised Learning Plans are developed for all learners and these are reviewed regularly with learner and tutor. Changes as a result of these reviews and any new objectives/goals are noted in the Plan.

Learner evaluations are undertaken at the completion of each course or when a learner withdraws from the programme. Learner evaluations are also undertaken by current learners in April and September each year. Management review these with tutorial staff and an action plan is put in place to address any areas requiring improvements or development. Management compile results for all programmes within the area to identify any trends that may require action. This compilation is then done again at a national level to check for further trends and any subsequent action.

Learner satisfaction with our programmes is high. For example, although not categorised as a Maori Provider, comparison of our Maori and Pasifika participation rates, in the following table, shows that in almost all areas we equal or exceed the geographical population census data.

Locations	Maori Participation	PI Participation	06 Census% Maori	06 Census % PI
Northland	51.5%	13%	31.7%	2.7%
Auckland	43%	48%	11.1%	14.3%
Waikato	45.8%	1.6%	21%	3.2%
BOP	64.5%	2.5%	27.5%	2.6%
Hawkes Bay	76.5%	5%	23.5%	3.7%
Manawatu	35%	0%	19.6%	2.7%
Wellington	32%	18%	12.8%	8%
Blenheim	27%	0%	10.5%	1.5%
Christchurch	19%	6.5%	7.2%	2.1%
Dunedin	24%	1%	6.6%	1.7%
Total	41.83%	9.56%	14.6%	6.9%

Employers

Employment Plus has a diverse range of programmes and as such interacts with employers at different levels depending on the type of programme being delivered. Generally the industry needs of targeted funded programmes in an area are established by Work and Income and TEC when making their funding decisions, supplemented by informed decisions from those employers we engage with. Course content for vocational programmes is also usually fairly descriptive as it entails delivery of National Certificate based programmes which have been designed by industry. For these programmes our interaction is on an individual basis with specific employers for customised course content, work experience placements, continued monitoring of these placements, subsequent employment opportunities and employment placement support. Evidence of these interactions are documented either in course content, individual learning plans, or in our learner management system.

In the case of national Work and Income programmes Employment Plus has, and will continue to, engage with employers prior to submission of tenders to ensure the content of the proposed intervention meets employer needs. At this stage we also gather letters of support or other evidence from the employers for inclusion with the tender or subsequent documentation. Employers are invited to attend the learner interviews to make their selection of potential employees and to facilitate the work experience placements. A continuing relationship is maintained with both learners and employers for a period of six months from the date of employment placement.

As these programmes are for a three year period, provided outcomes are met, in effect this is a continual relationship.

We were an early adaptor of TFW and are investing heavily with dialogue with MSD and TEC to optimise the outcomes sought for these programmes.

Industry Training Organisations

We have built up relationships and a reputation for quality delivery with a number of ITO's since their inception. We liaise with ITOs in designing new course activity and participate in external moderation for unit standards under their jurisdiction. This relationship activity primarily influences the structure of what we deliver to reflect best or current practice within industry. ITO we have worked with include Skills Active, Careerforce, FITEC, JITO, Tranzqual ITO, NZITO, ATTITO, Infratrains, BCITO, AgITO, Competnz, HIS, ETITO and NZHITO.

Through our participation in work experience for learners our staff maintain currency with their industries, provide valuable workplace linkages and ensure we incorporate industry needs into our training programmes.

Our staff are invited to attend training/information days held by the ITO's and information sourced from these events is incorporated into upgrades of training programmes and costings as applicable.

We have a documented system of annual programme review that incorporates information from both local employers and a national perspective that influences course content, delivery and design.

Performance

Challenges

Outcomes

The primary challenge for Employment Plus is to ensure we maintain capacity to deliver second chance Framework Level 1 to 3 education/training across New Zealand.

One critical driver to maintain capacity is achievement of funding targets.

Of 48 programmes we were contracted to deliver in 2009, 41 achieved 75% or better occupancy (the same as in the previous year), 31 achieved the required 60% positive destination outcomes (up from 26 in the prior year) and 21 averaged 20 credits per student or better.

Of the 21 programmes contracted to deliver in 2010 (including now multi provisions) 20 programmes achieved above 60%. 19 programmes were over 80% occupancy with 13 of those over 90%.

2010 - Equity of Outcomes for Maori and Pacific Island Learners. Of the 19 programmes with Maori participants 13 achieved equity of destination outcomes for Maori Learners and of the 14 programmes with Pacific Island participants 6 achieved equity of destination outcomes.

Performance of funding targets could be rapidly improved by selecting away from learners with multiple or deep learning barriers. However, it remains our mission to

assist those learners facing the greatest challenges. Between the formulaic funding criteria and our commitment to working with the most disadvantaged learners, we appear destined to see our capacity significantly reduced over time. To preserve capacity through the period of this Investment Plan we are pursuing three strategies:

1. Changes to our staff roles to increase focus on placement outcomes without reducing focus on credit achievement.
2. Exploration of alternate funding performance measures, particularly outcomes only (education credits and placements into further education and / or employment), potentially enabling us to self-manage financial risks around occupancy and weeks in training necessary to progress each learner to a successful outcome.
3. Implementation of a centralised Learner Management System to ensure transparency and consistency.

Employment Plus has entered into a collaborative venture with Trade and Commerce and Te Wananga O Aotearoa to explore the concept of strengths based assessment. This approach seeks to rekindle education achievement by first building on whatever existing strengths learners have, in order to create the confidence and energy needed to overcome weaknesses. This takes the reverse view of the current deficit model of learner assessment which first identifies current faults and applies remedial actions to rectify these. The strengths based approach has been validated in research (Gallup Inc: Clifton Donald, Buckingham Marcus, *Now Discover Your Strengths*, 2004) and has the potential, if adopted, to lift learner retention rates and the numbers who pathway into higher levels of tertiary education. Trials conducted through 2010 identified significant positive changes as a result of this methodology.

Learner Management System

The centralised Learner Management System is a significant strength to our organisation. It is used to:

- Record and monitor all learner activity from enrolments, attendance, withdrawals, individual learning plans and reporting of credits to NZQA.
- Monitor Course and overall occupancy
- Ensure up to date access to teaching resources and assessments
- Ensure staff access to the Quality Management System
- Meet the requirements of the differing training programmes including blended courses eg TFW FFTO and youth.
- Meet the challenging variation sought by MSD in their regional reporting requirements.
- Communicate with staff via announcements

Organisation Capability Needs

The focus on literacy requires:

- a. Development of further contextualised resources for integration of literacy over all programmes (on-going)
- b. Training/upskilling of all tutors in teaching embedded literacy (Unit Standard 21204) (almost completed however is ongoing as new staff are appointed)
- c. Continue implementation of the Learning Progressions and the On-Line Assessment Tool
- d. Analysing on-line tool initial and final assessment results to determine future resource and training requirements

Three Year Outlook

Outcomes

Outcomes we intend to achieve:

Improving Literacy, Language and Numeracy and skills outcomes from Level 1-3 study

Activity	2011	2012	2013	2014
To meet a TES priority – Improving literacy, language and numeracy and skills outcomes from NZQF level one to three study	Ongoing development of a library of contextualised teaching resources for integration of LLN over all programmes KPI progress Setting up of library of new and revised literacy numeracy resources.	Ongoing development of a library of contextualised teaching resources for integration of LLN over all programmes KPI progress Annual gathering of new and revised resources shared through the library. 10% increase per year	Ongoing development of a library of contextualised teaching resources for integration of LLN over all programmes KPI progress Annual gathering of new and revised resources shared through the library. 10% increase per year	Ongoing development of a library of contextualised teaching resources for integration of LLN over all programmes KPI progress Annual gathering of new and revised resources shared through the library. 10% increase per year
	Training/upskilling of all tutors in teaching literacy/numeracy (Unit Standard 21204) KPI progress Enrol new staff in unit 21204 training after completing unit 4098	Training/upskilling of all tutors in teaching literacy/numeracy (Unit Standard 21204) KPI progress Enrol new staff in unit 21204 training after completing unit 4098	Training/upskilling of all tutors in teaching literacy/numeracy (Unit Standard 21204) KPI progress Enrol new staff in unit 21204 training after completing unit 4098	Training/upskilling of all tutors in teaching literacy/numeracy (Unit Standard 21204) KPI progress Enrol new staff in unit 21204 training after completing unit 4098
	Analysing on-line tool initial and final assessment results to determine future resource and training requirements KPI progress Resource and Training requirements identified and actioned	Analysing on-line tool initial and final assessment results to determine future resource and training requirements KPI progress Resource and Training requirements identified and actioned	Analysing on-line tool initial and final assessment results to determine future resource and training requirements KPI progress Resource and Training requirements identified and actioned	Analysing on-line tool initial and final assessment results to determine future resource and training requirements KPI progress Resource and Training requirements identified and actioned
Activity	2011	2012	2013	2014
	Complete Learning Progressions rollout All courses using on-line assessment tool			
	Maintain links with industry recognised best practice practitioners such as National Centre of Literacy and Numeracy for Adults KPI progress Inform and arrange for staff to attend literacy and numeracy training as opportunities arise	Maintain links with industry recognised best practice practitioners such as National Centre of Literacy and Numeracy for Adults KPI progress Inform and arrange for staff to attend literacy and numeracy training as opportunities arise	Maintain links with industry recognised best practice practitioners such as National Centre of Literacy and Numeracy for Adults KPI progress Inform and arrange for staff to attend literacy and numeracy training as opportunities arise	Maintain links with industry recognised best practice practitioners such as National Centre of Literacy and Numeracy for Adults KPI progress Inform and arrange for staff to attend literacy and numeracy training as opportunities arise

Meeting the targeted training funding outcomes

Activity	2011	2012	2013	2014
Meet TEC defined Targeted Training Funds Destinalional Outcomes	<p>Destinational outcomes for learners meet/exceed performance expectations KPI progress FFTO</p> <ul style="list-style-type: none"> 80% complete course (minimum of 14 weeks) At least 38% of learners progress into employment and 26% into training three months after withdrawal from programme. Maintain management control of learner withdrawals Increase emphasis on outcome placements <p>KPI Progress Youth TBA</p>	<p>Destinational outcomes for learners meet/exceed performance expectations KPI progress FFTO</p> <ul style="list-style-type: none"> 80% complete course (minimum of 14 weeks) At least 38% of learners progress into employment and 26% into training three months after withdrawal from programme. Maintain management control of learner withdrawals Increase emphasis on outcome placements <p>KPI Progress Youth TBA</p>	<p>Destinational outcomes for learners meet/exceed performance expectations KPI progress FFTO</p> <ul style="list-style-type: none"> 80% complete course (minimum of 14 weeks) At least 38% of learners progress into employment and 26% into training three months after withdrawal from programme. Maintain management control of learner withdrawals Increase emphasis on outcome placements <p>KPI Progress Youth TBA</p>	<p>Destinational outcomes for learners meet/exceed performance expectations KPI progress FFTO</p> <ul style="list-style-type: none"> 80% complete course (minimum of 14 weeks) At least 38% of learners progress into employment and 26% into training three months after withdrawal from programme. Maintain management control of learner withdrawals Increase emphasis on outcome placements <p>KPI Progress Youth TBA</p>
Meet TEC defined Targeted Training Funds Programme Occupancy Levels KPI – All programmes meet 95% occupancy levels	<p>Occupancy outcomes for learners meet/exceed performance expectations KPI progress Maintain at least 95% occupancy across all programmes</p>	<p>Occupancy outcomes for learners meet/exceed performance expectations KPI progress Maintain at least 95% occupancy across all programmes</p>	<p>Occupancy outcomes for learners meet/exceed performance expectations KPI progress Maintain at least 95% occupancy across all programmes</p>	<p>Occupancy outcomes for learners meet/exceed performance expectations KPI progress Maintain at least 95% occupancy across all programmes</p>
Meet TEC Targeting Training Mandatory Performance Commitments	<p>Credit achievement meets or exceeds performance expectations KPI progress</p> <ul style="list-style-type: none"> FFTO – All learners achieve at least three unit standards Youth - meets an average of 40 credits per learner over a calendar year All learners show an improvement in LLN skills as measured against the Adult Literacy and Numeracy Learning Progressions from entry to exit of training 	<p>Credit achievement meets or exceeds performance expectations KPI progress</p> <ul style="list-style-type: none"> FFTO – All learners achieve at least three unit standards Youth – meets an average of 40 credits per learner over a calendar year All learners show an improvement in LLN skills as measured against the Adult Literacy and Numeracy Learning Progressions from entry to exit of training 	<p>Credit achievement meets or exceeds performance expectations KPI progress</p> <ul style="list-style-type: none"> FFTO – All learners achieve at least three unit standards Youth – meets an average of 40 credits per learner over a calendar year All learners show an improvement in LLN skills as measured against the Adult Literacy and Numeracy Learning Progressions from entry to exit of training 	<p>Credit achievement meets or exceeds performance expectations KPI progress</p> <ul style="list-style-type: none"> FFTO – All learners achieve at least three unit standards Youth – meets an average of 40 credits per learner over a calendar year All learners show an improvement in LLN skills as measured against the Adult Literacy and Numeracy Learning Progressions from entry to exit of training

Building internal capability

Activity	2011	2012	2013	2014
<p>Develop opportunities that involve other services offered by The Salvation Army in line with the mission goal of creating a connected and streamlined Army.</p>	<p>Maintain and develop closer links with other arms of the Salvation Army (counselling, drug and alcohol etc) KPI progress</p> <ul style="list-style-type: none"> • Collaboration between service lines of the Salvation Army to address learning barriers with 75% of Employment Plus Centres working as part of "collaborative clusters" 	<p>Maintain and develop closer links with other arms of the Salvation Army (counselling, drug and alcohol etc) KPI progress</p> <ul style="list-style-type: none"> • Collaboration between service lines of the Salvation Army to address learning barriers with 100% of Employment Plus Centres working as part of "collaborative clusters" 	<p>Maintain closer links with other arms of the Salvation Army (counselling, drug and alcohol etc) KPI progress</p> <ul style="list-style-type: none"> • Collaboration between service lines of the Salvation Army to address learning barriers with 100% of Employment Plus Centres working as part of "collaborative clusters" 	<p>Maintain closer links with other arms of the Salvation Army (counselling, drug and alcohol etc) KPI progress</p> <ul style="list-style-type: none"> • Collaboration between service lines of the Salvation Army to address learning barriers with 100% of Employment Plus Centres working as part of "collaborative clusters"

Summary of Activity

Foundation-Focused Training Opportunities (FFTO) - 2012

2012 Initial Total Allocation

Training Delivery \$ (GST exclusive): \$1,755,395.00

Learner Travel \$ (GST exclusive): \$155,522.00

Travel Administration \$ (GST exclusive): \$15,552.00

Total Average Places: 162

Total \$ (GST exclusive): \$1,926,469.00

Summary

2012 Average Places: 162

Foundation-Focused Training Opportunities (FFTO) - 2012 - Programme

Programme Name: Te Ara Tinana

Delivery Site Name: The Salvation Army New Zealand Trust Manukau City

Delivery Site Address: 16B Bakerfield Place

Delivery Site Suburb:

Delivery Site Town: Manukau

Delivery Site TLA Code: Manukau City

Contact Person: Gary Eilering

Average weekly learning hours per learner: 30.0

Anticipated Workplace Learning Percent: 15

Programme Type: Industry Based

Subcontracting Arrangements:

Average Number of Training Places: 10

Maximum Number of Places: 15

Duration of Training in weeks (excluding recess weeks): 46

Number of Trainee Weeks: 460

Programme Start Date: 16/01/2012

Programme End Date: 14/12/2012

Programme Recess Start Date 1: 09/04/2012

Programme Recess End Date 1: 13/04/2012

Programme Recess Start Date 02/07/2012
2 :

Programme Recess End Date 06/07/2012
2 :

Aim & Pathways: This is an entry level programme offering the learners vocational training in Business Administration and Computing. It is linked to the Tertiary Education Strategy by embedding literacy, language and numeracy skill development in preparation for higher levels of study or employment, alongside the development of the vocational skills. The focus of the course is to introduce the learner to a variety of career options available including researching local industry and employment opportunities, developing a career pathway plan, determining suitability for and setting goals to achieve this. The programme content is focused on hands on practical learning.

There is an emphasis on providing skills and assistance to obtain employment or further training that fits within the individual learning and pathway plan of each learner.

We aim for a minimum of 80% of learners complete their course of study and achieve at least three unit standards.

To encourage sustainable employment a post placement support programme is established to assist the learners to gain employment or further training and/or support required to retain those positions. We have established employment broker roles to research the labour market and establish relationships with Work & Income, employers and other stakeholders to improve sustainable outcomes for our learners.

We aim to achieve at least 38% employment outcomes and 26% further training placements from these programmes.

Training pathways at conclusion of programme could include: Manukau Polytechnic, Te Wananga O Aotearoa and Auckland University of Technology

Programme Content: Vocational programme – business administration and computing.
Both practical and theory based unit standards towards appropriate national certificates.
Core Generic units standards – work and study, social and co-operative skills, self management, communication and personal financial management
Career development, Job search techniques, CV preparation
Health and Safety
Work experience
Learner Driver's Licence
Literacy and numeracy needs assessment are conducted using the on-line assessment tool with learners placed on the learning progressions.
Needs assessment includes identifying career goals, interests, previous education and work history, learning styles and any learning barriers.
Holistic learning and life support provided by in house Chaplains and Tutors, including identification and reduction of learning barriers eg abuse, addictions etc.
Individual learning goals are set and an agreed programme of work established.
Integrated vocational literacy supported by deliberate acts of literacy and numeracy teaching embedded into all aspects of course content and tailored to individual learner needs.
Personal development self assessment results are used to set self management goals

On-going coaching and reviews (4 weekly) used to monitor progress and set new goals.
On completion of programme post placement support programme established

Training is delivered with varied delivery techniques to cater for individual learning styles including the use of self paced teaching packages with tutor support and group activities, many planned using Learning Progression books and activities.

National Certificates

0010 National Certificate in Computing Level 2
0008 National Certificate in Business Administration and Computing Level 2
0231 National Certificate in Employment Skills Level 1

Foundation-Focused Training Opportunities (FFTO) - 2012 - Programme

Programme Name: BOP TO Multi

Delivery Site Name: The Salvation Army New Zealand Trust Tauranga City 170 Maleme Street

Delivery Site Address: 170 Maleme Street

Delivery Site Suburb: Greerton

Delivery Site Town: Tauranga

Delivery Site TLA Code: Tauranga City

Contact Person: Rhondda Deuchar

Average weekly learning hours per learner: 30.0

Anticipated Workplace Learning Percent: 15

Programme Type: Multi Provision

Subcontracting Arrangements:

Average Number of Training Places: 35

Maximum Number of Places: 53

Duration of Training in weeks (excluding recess weeks): 46

Number of Trainee Weeks: 1610

Programme Start Date: 16/01/2012

Programme End Date: 14/12/2012

Programme Recess Start Date 1: 02/07/2012

Programme Recess End Date 1: 06/07/2012

Programme Recess Start Date 2: 01/10/2012

Programme Recess End Date 05/10/2012
2 :

Aim & Pathways: These entry level programmes offer the learners a range of vocationally based programmes while using their interest in these areas to link to the Tertiary Education Strategy by improving their literacy, language and numeracy skills in preparation for higher levels of study or employment, alongside the development of industry/vocational skills. The focus of the programmes is to introduce the learners to the wide variety of career options, including researching local industry and employment opportunities, developing a career pathway plan, determining suitability for and setting goals to achieve this. The programme content is focused on hands on practical learning while introducing learners to the variety of industry options available.

Reflecting regional labour market demands and TEC provider allocations The Salvation Army Employment Plus intends to offer the following options: service sector, hospitality, computing, automotive, general trades depending on learner needs (includes light engineering, manufacturing, panelbeating, fabrication, building and maintenance, landscape and construction, horticulture, furniture making).

There is an emphasis on providing skills and assistance to obtain employment or further training that fits within the individual learning and pathway plan of each learner.

We aim for a minimum of 80% of learners complete their course of study and achieve at least three unit standards.

To encourage sustainable employment a post placement support programme is established to assist the learners to gain employment or further training and/or support required to retain those positions. We have established employment broker roles to research the labour market and establish relationships with Work & Income, employers and other stakeholders to improve sustainable outcomes for our learners.

We aim to achieve at least 38% employment outcomes and 26% further training placements from these programmes.

Training pathways at conclusion of programme include Bay of Plenty Polytechnic, Waiairiki Polytechnic, Te Wananga, WinTec, Fairview Automotive Services and apprenticeships.

Programme Content:

- Vocational programmes covering the following industry fields: service sector, hospitality, computing, automotive, general trades.
- Both practical and theory based unit standards towards appropriate national certificates.
- Core Generic units standards – work and study, social and co-operative skills, communication, self management and personal financial management
- Career development, Job search techniques, CV preparation
- Health and Safety
- Work experience
- Learner Driver's Licence
- Literacy and numeracy needs assessment are conducted using the on-line assessment tool with learners placed on the learning progressions.
- Needs assessment includes identifying career goals, interests, previous education and work history, learning styles and any learning barriers.
- Holistic learning and life support provided by in house Chaplains and Tutors, including identification and reduction

of learning barriers eg abuse, addictions etc.

- Individual learning goals are set and an agreed programme of work established.
- Deliberate acts of teaching literacy and numeracy skills based on needs assessment results are embedded into the vocational content.
- Personal development self assessment results are used to set self management goals
- On-going coaching and reviews (4 weekly) used to monitor progress and set new goals.
- On completion of programme post placement support programme established

- Training is delivered with varied delivery techniques to cater for individual learning styles including the use self paced teaching packages with tutor support and group activities, many planned using Learning Progression books and activities. An employment broker works alongside the tutor and learner in sourcing employment and work experience placements.

National Certificates
 0010 National Certificate in Computing Level 2
 1368 National Certificate in Building, Construction and Allied Trades Skills Level 2
 1220 National Certificate in Mechanical Engineering Level 2
 1222 National Certificate in Motor Industry (Foundation Skills) Level 1
 0928 National Certificate in Educational Achievement Level 1
 0973 National Certificate in Educational Achievement Level 2

Foundation-Focused Training Opportunities (FFTO) - 2012 - Programme

Programme Name: Canterbury TO Multi

Delivery Site Name: The Salvation Army New Zealand Trust Christchurch City

Delivery Site Address: Level 2, Science Alive Building
 Moorhouse Ave

Delivery Site Suburb:

Delivery Site Town: Christchurch

Delivery Site TLA Code: Christchurch City

Contact Person: Therese La Porte

Average weekly learning hours per learner: 30.0

Anticipated Workplace Learning Percent: 15

Programme Type: Multi Provision

Subcontracting Arrangements:

Average Number of Training Places: 40

Maximum Number of Places: 57

Duration of Training in weeks (excluding recess weeks): 46

Number of Trainee Weeks: 1840

Programme Start Date: 16/01/2012

Programme End Date: 14/12/2012
Programme Recess Start Date 02/07/2012
1 :
Programme Recess End Date 06/07/2012
1 :
Programme Recess Start Date 01/10/2012
2 :
Programme Recess End Date 05/10/2012
2 :

Aim & Pathways: These are entry level programmes offering the learners a range of vocationally based programmes while using their interest in these areas to link to the Tertiary Education Strategy by improving their literacy, language and numeracy skills in preparation for higher levels of study or employment, alongside the development of industry/vocational skills. The focus of the course is to introduce the learner to the wide variety of career options available including researching local industry and employment opportunities, developing a career pathway plan, determining suitability for and setting goals to achieve this. The programme content is focussed on hands on practical learning with a variety of industry options available.

Reflecting regional labour market demands and TEC provider allocations The Salvation Army Employment Plus intends to offer the following options: security, retail/hospitality, Care industry and the service sector, business administration and computer graphics, information technology and computing, early childhood education, general trades (building and construction, furniture, gib stopping and painting). We are also determining if there is a demand for call centre and tourism in Christchurch and would add these options for our learners if appropriate.

There is an emphasis on providing skills and assistance to obtain employment or further training that fits within the individual learning and pathway plan of each learner. These programmes are targeted at rebuilding Christchurch following the earthquakes of February and June 2011.

We aim for a minimum of 80% of learners complete their course of study and achieve at least three unit standards.

To encourage sustainable employment a post placement support programme is established to assist the learners to gain employment or further training and/or support required to retain those positions. We have established employment broker roles to research the labour market and establish relationships with Work & Income, employers and other stakeholders to improve sustainable outcomes for our learners.

We aim for 38% of learners to achieve employment outcomes aligned with their job seeking obligations and 26% progress into further training or education at NZQF level three or above.

We aim for all learners to show an improvement in literacy and numeracy skills as measured against the Adult Literacy and Numeracy Learning Progressions from entry to exit of training.

Training pathways at conclusion of programme include:

Early Childcare Pathways: NZ College of Early Childhood Education Christchurch, Vision College, Christchurch.
Distance Learning options through Open Polytechnic and Southern Institute of Technology, Rangi Ruru Nanny School

Discovering Computers – Christchurch Polytechnic, Avonmore, National College of Design and Technology, University of Canterbury. and cadetships in the I.T. industry.

Business Administration and computer Graphics – National College of Design and Technology, Design and Arts College, Christchurch Polytechnic

Trades Options – Southern Institute of Technology, Christchurch Polytechnic, Workplace and training partnerships developing in the rebuilding of Christchurch

Retail and Hospitality – Avonmore, Academy, Christchurch Polytechnic, Community College

Security

On-job training offered by a variety of security and security related workplaces.

- Programme Content: Vocational programmes covering the following industry fields: security, retail/ hospitality, care industry and the service sector, business administration and computer graphics, information technology and computing, early childhood education, general trades (building and construction, furniture, gib stopping and painting)
- Core Generic units standards – work and study, social and co-operative skills, communication, self management and personal financial management
 - Career development, Job search techniques, CV preparation
 - Computing
 - Health and Safety
 - Work experience
 - Learner Driver's Licence
 - First Aid – when National Certificate requirement
 - Site Safe
 - Literacy and numeracy needs assessment are conducted using the on-line assessment tool with learners placed on the learning progressions.
 - Needs assessment includes identifying career goals, interests, previous education and work history, learning styles and any learning barriers.
 - Holistic learning and life support provided by in house Chaplains and Tutors, including identification and reduction of learning barriers eg abuse, addictions etc.
 - Individual learning goals are set and an agreed programme of work established.
 - Integrated vocational literacy supported by deliberate acts of literacy and numeracy teaching are embedded into all aspects of course content and tailored to individual learner needs.
 - Personal development self assessment results are used to set self management goals
 - On-going coaching and reviews (4 weekly) used to monitor progress and set new goals.
 - On completion of programme, post placement support programme established
 - Training is delivered with varied delivery techniques to cater for individual learning styles including the use of interactive reading, maths and Road Code computer programmes, self paced teaching packages with tutor support and group activities, many planned using Learning Progression books

and activities.

National Certificates

0928 National Certificate in Educational Achievement Level 1
0973 National Certificate in Educational Achievement Level 2
0231 National Certificate in Employment Skills Level 1
0010 National Certificate in Computing Level 2
0011 National Certificate in Computing Level 3
0008 National Certificate in Business Administration and
Computing Level 2
0403 National Certificate in Early Childhood Education and
Care Level 3
0461 National Certificate in Design (Introductory Skills) Level
2 (units towards)
1368 National Certificate in Building, Construction and Allied
Trades Skills Level 2 (unit towards)
1092 National Certificate in Electronic Engineering (Level 2)
– units towards
0240 National Certificate in Electronics Technology (Level 2)
units towards
0993 National Certificate in Retail Level 2
0176 National Certificate in Security Level 2
0560 National Certificate in Security Level 3

Foundation-Focused Training Opportunities (FFTO) - 2012 - Programme

Programme Name: Hawkes Bay TO Multi

Delivery Site Name: The Salvation Army New Zealand Trust Napier City

Delivery Site Address: 1A Depot Place

Delivery Site Suburb:

Delivery Site Town: Napier

Delivery Site TLA Code: Napier City

Contact Person: Kelly Martin

Average weekly learning hours
per learner: 30.0

Anticipated Workplace
Learning Percent: 30

Programme Type: Multi Provision

Subcontracting Arrangements:

Average Number of Training
Places: 16

Maximum Number of Places: 24

Duration of Training in weeks
(excluding recess weeks): 46

Number of Trainee Weeks: 736

Programme Start Date: 16/01/2012

Programme End Date: 14/12/2012

Programme Recess Start Date 02/07/2012
1 :

Programme Recess End Date 06/07/2012

1 :

Programme Recess Start Date 01/10/2012

2 :

Programme Recess End Date 05/10/2012

2 :

Aim & Pathways: These entry level programmes offer the learners vocational training in Office Skills and Computing and related satellite employment while using their interest in these areas to link to the Tertiary Education Strategy by improving their literacy, language and numeracy skills in preparation for higher levels of study or employment, alongside the development of the industry and vocational skills. The focus of the programmes is to introduce the learners to a wide variety of career options, including researching local industry and employment opportunities, developing a career pathway plan, determining suitability for and setting goals to achieve this. The programme content is focussed on hands on practical learning and introducing learners to the variety of industry options available.

Reflecting regional labour market demands and TEC provider allocations The Salvation Army Employment Plus intends to offer the following options: Business Administration and entry level Office Skills and Computing.

There is an emphasis on providing skills and assistance to obtain employment or further training that fits within the individual learning and pathway plan of each learner.

We aim for a minimum of 80% of learners complete their course of study and achieve at least three unit standards.

To encourage sustainable employment a post placement support programme is established to assist the learners to gain employment or further training and/or support required to retain those positions. We have established employment broker roles to research the labour market and establish relationships with Work & Income, employers and other stakeholders to improve sustainable outcomes for our learners.

We aim for 38% of learners to achieve employment outcomes aligned with their job seeking obligations and 26% progress into further training or education at NZQF level three or above.

We aim for all learners to show an improvement in literacy and numeracy skills as measured against the Adult Literacy and Numeracy Learning Progressions from entry to exit of training.

Training pathways at conclusion of programme include: Tairāwhiti Polytechnic, Eastern Institute of Technology, other TEC providers eg Work Based training Trade and Commerce, Competenz apprenticeships, Te Wananga O Aotearoa, Massey University.

Programme Content:

- Vocational programmes covering the following industry fields: business administration and computing.
- Both practical and theory based unit standards towards appropriate national certificates.
- Core Generic units standards – work and study, social and co-operative skills, communication, self management and personal financial management
- Career development, Job search techniques, CV preparation

- Health and Safety
 - Work experience
 - Literacy and numeracy needs assessment are conducted using the on-line assessment tool with learners placed on the learning progressions.
 - Needs assessment includes identifying career goals, interests, previous education and work history, learning styles and any learning barriers.
 - Holistic learning and life support provided by in house Chaplains and Tutors, including identification and reduction of learning barriers eg abuse, addictions etc.
 - Individual learning goals are set and an agreed programme of work established.
 - Integrated vocational literacy supported by deliberate acts of literacy and numeracy teaching embedded into all aspects of course content and tailored to individual learner needs.
 - Personal development self assessment results are used to set self management goals
 - On-going coaching and reviews (4 weekly) used to monitor progress and set new goals.
 - On completion of programme post placement support programme established
- Training is delivered with varied delivery techniques to cater for individual learning styles including the use of self paced teaching packages with tutor support and group activities, many planned using Learning Progression books and activities.

National Certificates

- 0010 National Certificate in Computing Level 2
- 0011 National Certificate in Computing Level 3
- 0008 National Certificate in Business Administration and Computing Level 2
- 0633 National Certificate in Business Administration and Computing Level 3
- 0928 National Certificate in Educational Achievement Level 1
- 0973 National Certificate in Educational Achievement Level 2

Foundation-Focused Training Opportunities (FFTO) - 2012 - Programme

Programme Name: Manawatu TO Multi

Delivery Site Name: The Salvation Army New Zealand Trust Manawatu District

Delivery Site Address: 148 Manchester St

Delivery Site Suburb:

Delivery Site Town: Feilding

Delivery Site TLA Code: Manawatu District

Contact Person: Kelly Martin

Average weekly learning hours per learner: 30.0

Anticipated Workplace Learning Percent: 30

Programme Type: Multi Provision

Subcontracting Arrangements:

Average Number of Training 10

Places:

Maximum Number of Places:	15
Duration of Training in weeks (excluding recess weeks):	46
Number of Trainee Weeks:	460
Programme Start Date:	16/01/2012
Programme End Date:	14/12/2012
Programme Recess Start Date 1 :	02/07/2012
Programme Recess End Date 1 :	06/07/2012
Programme Recess Start Date 2 :	01/10/2012
Programme Recess End Date 2 :	05/10/2012

Aim & Pathways: This is an entry level programme offering the learners vocational training in Business Administration and Computing. It is linked to the Tertiary Education Strategy by embedding literacy, language and numeracy skill development in preparation for higher levels of study or employment, alongside the development of the vocational skills. The focus of the course is to introduce the learner to a variety of career options available including researching local industry and employment opportunities, developing a career pathway plan, determining suitability for and setting goals to achieve this. The programme content is focussed on hands on practical learning.

There is an emphasis on providing skills and assistance to obtain employment or further training that fits within the individual learning and pathway plan of each learner.

We aim for a minimum of 80% of learners complete their course of study and achieve at least three unit standards.

To encourage sustainable employment a post placement support programme is established to assist the learners to gain employment or further training and/or support required to retain those positions. We have established employment broker roles to research the labour market and establish relationships with Work & Income, employers and other stakeholders to improve sustainable outcomes for our learners.

We aim to achieve at least 38% employment outcomes and 26% further training placements from these programmes.

Training pathways at conclusion of programme could include: other TEC providers eg Work Based Training Trade and Commerce, Te Wananga O Aotearoa, UCOL Pamerston North.

Programme Content:

- Vocational programmes covering the following Business Administration and Computing
- Both practical and theory based unit standards towards appropriate national certificates.
- Core Generic units standards – work and study, social and co-operative skills, self management, communication and personal financial management

- Career development, Job search techniques, CV preparation
 - Health and Safety
 - Work experience
 - Literacy and numeracy needs assessment are conducted using the on-line assessment tool with learners placed on the learning progressions.
 - Needs assessment includes identifying career goals, interests, previous education and work history, learning styles and any learning barriers.
 - Holistic learning and life support provided by in house Chaplains and Tutors, including identification and reduction of learning barriers eg abuse, addictions etc.
 - Individual learning goals are set and an agreed programme of work established.
 - Deliberate acts of teaching literacy and numeracy skills based on needs assessment results are embedded into the vocational content.
 - Personal development self assessment results are used to set self management goals
 - On-going coaching and reviews (4 weekly) used to monitor progress and set new goals.
 - On completion of programme post placement support programme established
- Training is delivered with varied delivery techniques to cater for individual learning styles including the use of self paced teaching packages with tutor support and group activities, many planned using Learning Progression books and activities.

National Certificates

0010 National Certificate in Computing Level 2
 0011 National Certificate in Computing Level 3
 0008 National Certificate in Business Administration and Computing Level 2
 0633 National Certificate in Business Administration and Computing Level 3

Foundation-Focused Training Opportunities (FFTO) - 2012 - Programme

Programme Name: Southern TO Multi

Delivery Site Name: The Salvation Army New Zealand Trust Dunedin City

Delivery Site Address: 160 Crawford St

Delivery Site Suburb:

Delivery Site Town: Dunedin

Delivery Site TLA Code: Dunedin City

Contact Person: Therese La Porte

Average weekly learning hours per learner: 30.0

Anticipated Workplace Learning Percent: 15

Programme Type: Multi Provision

Subcontracting Arrangements:

Average Number of Training Places: 21

Maximum Number of Places: 32

Duration of Training in weeks (excluding recess weeks): 46

Number of Trainee Weeks: 966

Programme Start Date: 16/01/2012

Programme End Date: 14/12/2012

Programme Recess Start Date 1: 02/07/2012

Programme Recess End Date 1: 06/07/2012

Programme Recess Start Date 2: 01/10/2012

Programme Recess End Date 2: 05/10/2012

Aim & Pathways: These entry level programmes offer the learners vocational training in Retail, Service Sectors Skills and Computing while using their interest in these areas to link to the Tertiary Education Strategy by improving their literacy, language and numeracy skills in preparation for higher levels of study or employment, alongside the development of the vocational skills. The focus of the programmes is to introduce the learners to a wide variety of career options, including researching local industry and employment opportunities, developing a career pathway plan, determining suitability for and setting goals to achieve this. The programme content is focussed on hands on practical learning and introducing learners to the variety of industry options available. The programme includes development of employment and job skills.

We aim for a minimum of 80% of learners complete their course of study and achieve at least three unit standards.

Reflecting regional labour market demands and TEC provider allocations The Salvation Army Employment Plus intends to offer the following options: Retail, Service Sector Skills, Computing and Employment Skills.

To encourage sustainable employment a post placement support programme is established to assist the learners to gain employment or further training and/or support required to retain those positions. We have established employment broker roles to research the labour market and establish relationships with Work & Income, employers and other stakeholders to improve sustainable outcomes for our learners.

We aim to achieve at least 38% employment and 26% further training placements from these programmes.

Training pathways at conclusion of programme include other PTEs and Otago and Aoraki Polytechnics. Distance Learning options through Open Polytechnic and Southern Institute of Technology.

Programme Content: •Retail/Service Sector Skills – unit standards

- Core Generic units standards – work and study, social and co-operative skills, self management, communication and personal financial management
 - Career development, Job search techniques, CV preparation
 - Computing
 - Health and Safety
 - Work experience
 - Learner Driver's Licence
 - Literacy and numeracy needs assessment are conducted using the on-line assessment tool with learners placed on the learning progressions.
 - Needs assessment includes identifying career goals, interests, previous education and work history, learning styles and any learning barriers.
 - Holistic learning and life support provided by in house Chaplains and Tutors, including identification and reduction of learning barriers eg abuse, addictions etc.
 - Individual learning goals are set and an agreed programme of work established.
 - Deliberate acts of teaching literacy and numeracy skills based on needs assessment results are embedded into the vocational content.
 - Personal development self assessment results are used to set self management goals
 - On-going coaching and reviews (4 weekly) used to monitor progress and set new goals.
 - On completion of programme, post placement support programme established
- Training is delivered with varied delivery techniques to cater for individual learning styles including the use of interactive reading, maths and Road Code computer programmes, self paced teaching packages with tutor support and group activities, many planned using Learning Progression books and activities.

National Certificates
 0231 National Certificate in Employment Skills Level 1
 0010 National Certificate in Computing Level 2
 0993 National Certificate in Retail Level 2

Foundation-Focused Training Opportunities (FFTO) - 2012 - Programme

Programme Name: Waikato TO Multi

Delivery Site Name: The Salvation Army New Zealand Trust Waipa District 49 Shakespeare St

Delivery Site Address: 49 Shakespeare St

Delivery Site Suburb:

Delivery Site Town: Cambridge

Delivery Site TLA Code: Waipa District

Contact Person: Gary Eilering/Rhondda Deuchar

Average weekly learning hours per learner: 30.0

Anticipated Workplace Learning Percent: 15

Programme Type: Multi Provision

Subcontracting Arrangements: First Aid Training - local provider

Average Number of Training Places: 22

Maximum Number of Places: 32

Duration of Training in weeks (excluding recess weeks): 46

Number of Trainee Weeks: 1012

Programme Start Date: 16/01/2012

Programme End Date: 14/12/2012

Programme Recess Start Date 1: 02/07/2012

Programme Recess End Date 1: 06/07/2012

Programme Recess Start Date 2: 01/10/2012

Programme Recess End Date 2: 05/10/2012

Aim & Pathways: These are entry level programmes offering the learners a range of vocationally based programmes while using their interest in these areas to link to the Tertiary Education Strategy by improving their literacy, language and numeracy skills in preparation for higher levels of study or employment, alongside the development of industry and vocational skills. The focus of the course is to introduce the learner to the wide variety of career options available including researching local industry and employment opportunities, developing a career pathway plan, determining suitability for and setting goals to achieve this. The programme content is focussed on hands on practical learning with a variety of industry options available.

Reflecting regional labour market demands and TEC provider allocations The Salvation Army Employment Plus intends to offer the following options: engineering, furniture making, building and construction and care in the community.

There is an emphasis on providing skills and assistance to obtain employment or further training that fits within the individual learning and pathway plan of each learner.

We aim for a minimum of 80% of learners complete their course of study and achieve at least three unit standards.

To encourage sustainable employment a post placement support programme is established to assist the learners to gain employment or further training and/or support required to retain those positions. We have established employment broker roles to research the labour market and establish relationships with Work & Income, employers and other stakeholders to improve sustainable outcomes for our learners.

We aim for 38% of learners to achieve employment outcomes aligned with their job seeking obligations and 26% progress into further training or education at NZQF level three or above.

We aim for all learners to show an improvement in literacy and numeracy skills as measured against the Adult Literacy and Numeracy Learning Progressions from entry to exit of training.

Training pathways at conclusion of programme could include: The Salvation Army Employment Plus Work Based Training, Te Wananga o Aotearoa, WINTEC, Bay of Plenty Polytechnic, G & H Training (Hamilton), NZ Defence Department, Papamoa Forestry Course, apprenticeships –Competenz, BCITO, FITEC

- Programme Content:
- Vocational programmes covering the following industry fields: engineering, furniture making, building and construction, care in the community.
 - Both practical and theory based unit standards towards appropriate national certificates.
 - Core Generic units standards – work and study, social and co-operative skills, self management, communication and personal financial management
 - Career development, Job search techniques, CV preparation
 - Health and Safety
 - Work experience
 - Learner Driver's Licence
 - First Aid when part of National Certificate requirements
 - Literacy and numeracy unit standards requirements for NCEA Level 1
 - Literacy and numeracy needs assessment are conducted using the on-line assessment tool with learners placed on the learning progressions.
 - Needs assessment includes identifying career goals, interests, previous education and work history, learning styles and any learning barriers.
 - Holistic learning and life support provided by in house Chaplains and Tutors, including identification and reduction of learning barriers eg abuse, addictions etc.
 - Individual learning goals are set and an agreed programme of work established.
 - Integrated vocational literacy supported by deliberate acts of literacy and numeracy teaching embedded into all aspects of course content and tailored to individual learner needs.
 - Personal development self assessment results are used to set self management goals
 - On-going coaching and reviews (4 weekly) used to monitor progress and set new goals.
 - On completion of programme post placement support programme established
- Training is delivered with varied delivery techniques to cater for individual learning styles including the use of self paced teaching packages with tutor support and group activities, many planned using Learning Progression books and activities.

National Certificates

1220 National Certificate in Mechanical Engineering Level 2
1502 National Certificate in Furniture Level 2 (Strands in Introductory Furniture Finishing Skills, Introductory Furniture Making Skills and Introductory Upholstery Skills
1368 National Certificate in Building, Construction and Allied Trades Skills Level 2
1291 National Certificate in Health, Disability, and Aged Support (Foundation Skills) (Level 2)

Foundation-Focused Training Opportunities (FFTO) - 2012 - Programme

Programme Name: Northland TO Multi
Delivery Site Name: The Salvation Army New Zealand Trust Whangarei District
Delivery Site Address: 12 Kaka St

Delivery Site Suburb:
Delivery Site Town: Whangarei
Delivery Site TLA Code: Whangarei District
Contact Person: Gary Eilering
Average weekly learning hours per learner: 30.0
Anticipated Workplace Learning Percent: 15
Programme Type: Multi Provision
Subcontracting Arrangements:
Average Number of Training Places: 8
Maximum Number of Places: 12
Duration of Training in weeks (excluding recess weeks): 46
Number of Trainee Weeks: 368
Programme Start Date: 16/01/2012
Programme End Date: 14/12/2012
Programme Recess Start Date 1: 02/07/2012
Programme Recess End Date 1: 06/07/2012
Programme Recess Start Date 2: 01/10/2012
Programme Recess End Date 2: 05/10/2012

Aim & Pathways: This is an entry level programme offering the learners vocational training, licences and endorsements for the Transport and roading industries. It is linked to the Tertiary Education Strategy by embedding literacy, language and numeracy skill development in preparation for employment or further study, alongside the development of the vocational skills. The focus of the course is to introduce the learner to requirements of the Transport and roading industries or further career options available including researching local industry and employment opportunities, developing a career pathway plan, determining suitability for and setting goals to achieve this. The programme content is focussed on hands on practical learning.

There is an emphasis on providing skills and assistance to obtain employment or further training that fits within the

individual learning and pathway plan of each learner.

We aim for a minimum of 80% of learners complete their course of study and achieve at least three unit standards.

To encourage sustainable employment a post placement support programme is established to assist the learners to gain employment or further training and/or support required to retain those positions. We have established employment broker roles to research the labour market and establish relationships with Work & Income, employers and other stakeholders to improve sustainable outcomes for our learners.

We aim for 38% of learners to achieve employment outcomes aligned with their job seeking obligations and 26% progress into further training or education at NZQF level three or above.

We aim for all learners to show an improvement in literacy and numeracy skills as measured against the Adult Literacy and Numeracy Learning Progressions from entry to exit of training.

Training pathways at conclusion of programme could include: Te Wananga O Aotearoa, Regent Training, Northland Polytechnic.

- Programme Content:
- Vocational programmes covering requirements for the Transport and roading industries.
 - Both practical and theory based unit standards towards licences and endorsements to meet industry needs.
 - Core Generic units standards – work and study, social and co-operative skills, self management, communication and personal financial management
 - Career development, Job search techniques, CV preparation
 - Health and Safety
 - Work experience
 - Literacy and numeracy needs assessment are conducted using the on-line assessment tool with learners placed on the learning progressions.
 - Needs assessment includes identifying career goals, interests, previous education and work history, learning styles and any learning barriers.
 - Holistic learning and life support provided by in house Chaplains and Tutors, including identification and reduction of learning barriers eg abuse, addictions etc.
 - Individual learning goals are set and an agreed programme of work established.
 - Integrated vocational literacy supported by deliberate acts of literacy and numeracy teaching embedded into all aspects of course content and tailored to individual learner needs.
 - Personal development self assessment results are used to set self management goals
 - On-going coaching and reviews (4 weekly) used to monitor progress and set new goals.
 - On completion of programme post placement support programme established

 - Training is delivered using varied delivery techniques to cater for individual learning styles including the use of self paced teaching packages with tutor support and group activities, many planned using Learning Progression books and activities.
- Qualifications
Licences and endorsements offered dependant on entry level licence class, career focus and agreed learning plan:

Heavy Transport licence class 2 to 5
Dangerous Goods
Wheels, Rollers, Tracks endorsement
Full or DOL Forklift endorsement
Area Knowledge
Site Safe
Traffic control 1

Performance Commitments - 2012

Mandatory Performance Commitments

Fund: Foundation-Focused Training Opportunities

Performance Commitment: Course completion rates.

Minimum Achievement Level: A minimum of 80% of learners confirmed in TEC-funded FFTO provision complete their course of study (minimum 14 weeks training).

Mandatory Performance Commitments

Fund: Foundation-Focused Training Opportunities

Performance Commitment: Learner progression rates into employment

Minimum Achievement Level: 38% of all learners confirmed in TEC-funded FFTO provision achieve employment outcomes that are equivalent with their benefit type and aligned job-seeking obligations.

Mandatory Performance Commitments

Fund: Foundation-Focused Training Opportunities

Performance Commitment: Average level of unit standard achievement per learner.

Minimum Achievement Level: Learners completing their course of study (minimum 14 weeks) achieve at least three unit standards on average.

Mandatory Performance Commitments

Fund: Foundation-Focused Training Opportunities

Performance Commitment: Improvement against the Adult Literacy and Numeracy Learning Progressions.

Minimum Achievement Level: 75% of all learners show an improvement in literacy and numeracy skills as measured against the Adult Literacy and Numeracy Learning Progressions from entry and exit of training.

Mandatory Performance Commitments

Fund: Foundation-Focused Training Opportunities

Performance Commitment: Learner progression rates into higher and further education.

Minimum Achievement Level: 26% of all learners confirmed in TEC-funded FFTO provision move off benefit and progress into further training or education at NZQF level two or above (except MSD's Employment Related Training).

Plan Status

Plan Entry Started On: 05 August 2011 02:12 p.m.

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Current Status: Draft

Date Submitted: