



**Te Kawa Mataaho**  
Public Service Commission

# Better Public Services Result 6 - Case Study: Carpentry apprentice and employer benefit from apprenticeship reboot [archived]

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**1 May 2018: The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.**



Redeat Asnake is a carpentry apprentice in Auckland working towards a New Zealand Apprenticeship through the Building and Construction Industry Training Organisation. Redeat previously worked assembling furniture, but his apprenticeship will provide a pathway to a Level 4 trades qualification to support a career in trades.

"It is great to be able to gain on-job practical skills and earn while gaining my National Certificate in Carpentry," says Redeat.

The National Certificate in Carpentry (Level 4) typically takes about four years and is a prerequisite to become a licensed carpenter. In July 2012 there were 13,469 licensed carpenters across New Zealand. Graduates with Certificate Level 4 qualifications in building earned \$28,500 one year after their study ended. After five years,

income had increased to \$39,700.

New Zealand Apprentices require study at Level 4 to ensure that high level qualifications are being gained that will provide job prospects and an earnings return to the apprentice.

The apprenticeship reboot was launched in 2013 to assist apprentices with tools and off-job course costs. Budget 2014 extended the reboot subsidy to a total of 20,000 apprentices. As an apprentice carpenter Redeat will qualify for a subsidy of \$2,000, as will his employer.

"The apprenticeship reboot will help me get some tools for work."

The Apprenticeship Reboot is proving very successful in getting more apprentices underway, especially in the priority trades we need for the rebuilding of Christchurch and the housing construction boom in Auckland.

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# **Better Public Services Result 6 - Case Study: Looking for a fulfilling career [archived]**

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After starting along several pathways as she looked for a fulfilling career, Brady Spooner found civil engineering - and she says the qualifications she gained have helped open many doors.

## **Finding out about civil engineering**

Brady says she "kind of fell into engineering by accident." After starting studies in architecture and construction at one tertiary institution and then changing to planning at another, she felt she hadn't found a pathway she felt passionate about so left. Brady joined Hamilton City Council's Water and Waste Unit. "I really enjoyed the technical side of the position - some of the engineers began to mentor me and I started taking on more challenging tasks."

When a survey assistant role came up, along with the opportunity to study part-time towards the New Zealand Diploma in Engineering (NZDE), Brady took it up. "I found my passion and never looked back."

## **Bachelor of Engineering Technology**

After graduating, Brady worked as an assistant engineer at Waikato District Council where her managers supported her part time study towards the Bachelor of Engineering Technology (BEngTech). "I saw this as a great opportunity if I wanted to travel as it's globally recognised, and it would set me up if I ever wanted to move on to further study and specialise in an area."

Having gained her NZDE at Wintec, Brady found it was easy to staircase into a BEngTech.

Although, she notes, it wasn't always easy during the seven years she was studying towards the two qualifications. "It was very hard at times to motivate myself. My advice to anybody else doing this is to just keep going; don't give up if you struggle with a paper but ask for help, the tutors are there to help you pass."

## Overcoming challenges

Brady says the most challenging aspect of her tertiary study was coping with dyslexia. "I struggled throughout most of my schooling until I received help to excel and gained the confidence to find a career." As she hadn't achieved the requisite maths, Brady had to complete a maths course before starting her NZDE study. "Which I found very challenging, as it had been seven years since I last studied any maths."

"Once I started the papers I thoroughly enjoyed learning about the real life scenarios and applying the theory to the practical work in the field. It was an extremely proud and satisfying moment when I received 'As on papers that I was so nervous about starting."

## Opening up opportunities

Brady says her qualifications have opened many doors. She's currently working for Conway Aecom in the UK as a road space coordinator - planning and scheduling works to be completed on the London arterial network. "I'm gaining a lot of knowledge of the roading network, and experience in the legislation, procedures and construction methods."

Brady's plans for the future might include more study, if she decides to specialise in an engineering area. "At the moment I'm loving my travels and seeing so many different ways of engineering; eventually I'll bring all this knowledge home and apply it to my work here."

Note: This case study was originally published on [www.engineeringe2e.org.nz](http://www.engineeringe2e.org.nz) (<http://www.engineeringe2e.org.nz/>).



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# **Better Public Services Result 6 - Case Study: Construction company praises New Zealand Apprenticeships [archived]**

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*Ross Faulkner of Faulkner Construction*

Apprenticeships provide an opportunity for trainees to gain skills on the job and for employers to gain and develop good employees, and provide a return to their industry.

Ross Faulkner from Faulkner Construction, came into the construction industry as an apprentice carpenter, and is a strong supporter of apprenticeships to enable others to have the same opportunity.

Although there are the obvious costs of wages and training time, apprentices fill a role with entry level tasks and can progress to become valuable skilled employees. Taking on apprentices supports good business practice.

"I view each apprentice as a potential site lead person for our future work crews. Having someone come through the ranks saves us the worry of the unknown. We teach an apprentice our ways and methods. Quality is extremely important as our business statement is '*Building with Pride and Excellence*,'" says Mr Faulkner.

In New Zealand Apprenticeships, trainees work towards Level 4 qualifications with employers and training assessors.

"The practical side of apprenticeship training happens on site, and is done through our senior staff," says Mr Faulkner.

The theory is done by the apprentice completing work books after hours. These books cover both theory and their practical experience. The Building and Construction Industry Training Organisation check the apprentice's theory books and have to agree with us once we say the apprentice has reached the industry standard in their practical work, which covers each aspect of the building progress.

"The apprentice training system has developed into a really well balanced package that offers the full range of training that will ensure our qualified carpenters remain amongst the best in the world".

Faulkner Construction currently has three apprentices undertaking New Zealand Apprenticeships.

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# Better Public Services Result 6 - Case Study: Expansion of AUT South Campus [archived]

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*Sarina Harding, Studying Bachelor of Health Science in Midwifery at AUT South Campus.*

The South Auckland area has a very young population with over 40% under 25 years of age. A significant proportion of the youth are Pasifika and the which are priority groups for improving access and attainment within education.

Making sure there are relevant education opportunities and pathways for young people to move into is vital for increasing the skills of the workforce and the social and economic outcomes

of the South Auckland community.

The expansion of the Auckland University of Technology's (AUT) South Campus in Manukau provides new opportunities for students looking to gain skills and career options.

Vivien Bridgwater, Head of AUT South, says that our campus reflects South Auckland's vibrant, young population.

"Our role is to inspire, guide and support our students so that they achieve their education goals and graduate into exciting careers that benefit themselves and their families, as well as the wider community and economy."

AUT's South Campus offers study options at Level 4 and above, including undergraduate degrees in a broad range of disciplines such as business and the health sciences. Sarina Harding wants to graduate from AUT South Campus with a Bachelor of Health Science in Midwifery and to work at Middlemore Hospital.

Sarina's course involves regular placements in hospitals and midwife practices. Sarina says the support network at AUT's South Campus makes all the difference. "The support network is incredible. We're like one big family. It is also easy for me to commute and it isn't putting me out with my family and childcare".

In 2014, 360 additional full-time student places have been funded at AUT's South Campus, bringing the total number of full-time student places at AUT South Campus to over 1,000. By 2020, it is projected that over 4,000 full-time student places will be funded at the AUT South Campus.





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# Better Public Services Result 6 - Case Study: Mentoring Pasifika Engineering Students – UNITEC [archived]

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**1 May 2018:** The Government announced in January 2018 that the Better Public Services programme would not continue in this form. These pages have been archived.



A new mentoring programme at Unitec is aimed at getting more Pasifika high school students into, and then completing, Level 6 and 7 engineering programmes. Unitec is promoting the opportunities and rewards of an engineering career and supporting Pasifika students to enrol in and achieve an engineering qualification.

## *The mentor's role*

The Pacific Mentor provides academic support for all Pasifika students enrolled in engineering. He keeps an eye on students' progress, talks to anyone having difficulty, and encourages them to complete the required coursework on time. Winston Hiliau, the Pacific mentor, shapes his role around his understanding of how Pasifika students perceive tertiary study. If he wants to talk to a student he goes and gets them, because many find a request by an authority figure to come to his office quite intimidating. "I don't tell them I'm coming I just find out where they are, at the Pacific Centre for example. It's very informal, but that's how they open up."

## *Targeting school students*

While the mentor's role was established to support Unitec students, Winston saw a gap between secondary school and tertiary education. He began attending school careers events to discuss engineering pathways, targeting Year 9-10 students who are open to considering various careers

and could go on to study the prerequisite subjects. "I also touch base with the Year 12-13 students, but it's often too late to catch them."

Winston also attends whanau evenings to talk to parents about the opportunities for their children in an engineering career, something he considers to be an effective strategy.

#### *Indicators of success*

The promoting/mentoring activity does appear to be paying off. The proportion of Unitec's engineering students who identify as Pasifika has increased from 13% in 2011 to 18% in 2015. The pass rate for Pasifika students rose from 45% in 2010, to reach almost 80% in 2013, above Unitec's target of 75%.

This case study is an example of good practice in engineering education. Other examples are available on the Engineering E2E Programme's website <http://engineeringe2e.org.nz/> (<http://engineeringe2e.org.nz/>).



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# Better Public Services Result 6 Case Study: Occupation Outlook App [archived]

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Information on the employment outcomes and earnings of different careers help students make good study choices, both in tertiary education and at senior secondary school level.

The Occupation Outlook App makes information on the job prospects and incomes of 50 different careers available on a smartphone. The accessibility of this information in an engaging format, especially for young people, enables people to more easily make better informed study choices.

Access to high-demand higher-skilled occupations such as engineering and ICT that provide stimulating work and good incomes is often determined by the study choices young people make before they enter senior secondary school. It is important for students to consider carefully their study options and how they link to the world of work. This free Occupation Outlook App provides all the crucial information to help make study and career choices.

The Occupation Outlook App was first released on 24 February 2014. An updated 2015 version was released on 20 January 2015. Up to 26 January 2015, covering the first 11 months it was available, the Occupation Outlook App had over 18,000 downloads. It is available for download

from the App Store for iPhones and iPod touch devices, and the Google Play store for Android devices.

Back to Better Public Services home page (</better-public-services/>) / [Result 6: Increase the proportion of 25-34 year olds with advanced trade qualifications, diplomas and degrees \(at Level 4 or above\) \(/bps-boosting-skills-employment#result6\)](#)

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**Te Kawa Mataaho**  
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# Better Public Services Result 6 - Case Study: Supporting staff to upskill and obtain Level 4+ qualifications [archived]

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It's easy to think about careers promotion in terms of school leavers, but upskilling current employees should also be encouraged. James Tala enrolled in a Bachelor of Engineering Technology (BEngTech) programme after being encouraged by his employer to consider tertiary study.

**"I didn't know what I wanted to do"**

Like many other students, James completed secondary school without any career pathway in mind.

"I just wanted a job," he said.

Twenty years later he still works at Dulux, now in the role of continuous improvement manager.

"I had no idea what I wanted to do when I left school. It's just lucky that my work at Dulux exposed me to engineers and aspects of engineering so that I slowly developed a better understanding of what it involves."

When offered the opportunity to study, James decided that engineering was a natural fit with his interests. He enrolled in The Open Polytechnic BEngTech programme so that he could study part-time while continuing full-time in his job. "It also allows me the ability to plan my study around life - being able to juggle family, work and study."

Doing it all has been a challenge he says, especially dedicating time to the level of study required while helping to raise two children. "As assignment due dates get closer, I'll normally do a lot more study during weekends. My family has had to cope with less quality time but they have been really supportive."

## **Transferring learning to the workplace**

James says he is already benefitting from his studies, bringing skills learnt in the course to a job which includes responsibility for developing, implementing and monitoring safety quality and efficiency improvements in the manufacturing plant. He is also involved in creating engineering drawings, working in cross-functional teams and analysing information for review. "The engineering drawing courses I have done have definitely been invaluable for some of the projects I work on."

While he has four more years of study to complete the qualification, James is already looking to the future and possibly more study with an IT focus. "Again, it's work related. The exposure to the automated systems in the factory has got me interested in programming. There will be more reliance in the future on automation so it's a field with lots of future opportunity."

## **Why follow this pathway?**

When asked what advice he would give to school leavers, James noted that he's talked to a lot of other people who also didn't know what they wanted to do when they left school. "If the older me gave advice to the younger me, it would be to just start studying something that interests you from a career perspective, even if you're still not sure what path you want to take, until you get the hang of what interests you at a personal level. There are lots of programmes with a common first-year course, so you can easily transfer if you decide that pathway is not quite right for you."

It can be tough combining work and study, he says, and you have to stay focused. "But the reward," he adds, "is that there are more options for the person with the piece of paper at the end of it."

## **Encouraging staff**

If you're an employer assessing future staffing needs, you might want to cast your eyes over existing employees - perhaps one of them just needs that extra push to obtain a qualification at Level 4 or above? James says he didn't think he would get the chance to study again after leaving high school, "But here I am! If the opportunity presents itself - take it."

Note: This case study was originally published on [www.engineeringe2e.org.nz](http://www.engineeringe2e.org.nz)  
(<http://www.engineeringe2e.org.nz/>).

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**Te Kawa Mataaho**  
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# Better Public Services Result 6 - Case Study: Pasifika Trade Training [archived]

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Len started thinking all he had to do was teach the students to build a house. He soon realised, however, that first he had to build up his trainees.

The Pasifika Trades Training initiative is for Pasifika learners who would not normally enter trades training. It is designed to give them the opportunity for future employment. The initiative offered a fees-free place in a one year pre-trade

training course at levels three and four.

Five Institutes of Technology and Polytechnics (ITPs) participated in the Pasifika Trades Training Initiative. These were CPIT (Canterbury), WelTec (Wellington and the Hutt Valley), Whitireia (Porirua and the Kapiti Coast) and MIT and Unitec (Auckland). Pasifika community leaders played a key role in promoting the initiative and with recruiting learners.

Len Matautia, a WelTec Tutor, taught carpentry to 14 Pasifika Trades Scholarship students. Twelve passed their trades training certificate. The boys were tasked with building a house over 34 weeks, whilst completing assessments along the way.

"Coming from a poor background, some felt they were at the bottom ...and failure wasn't a loss as they felt they were already there. I had to change that way of thinking. I changed the focus from building the house to building the person. Building the person by using the house to expand minds and change mind sets. Each stage of the house was used as a stepping stone to build the person."



English was the trainees' second language, so "relating teaching to [their] culture, religion and family helped them to understand. I had to get back to basics, working to their strengths, hands on. [Getting them] working as a group, working hard for each other. Knowing they were part of something big gave them a lift," Len said.

Len's unique approach soon paid dividends.

"Success breeds success, the more they got right the more eager they were to learn. Teaching them dedication, commitment, pride in themselves and in their workmanship ultimately reflects on their finished product - which is the house," Len said.

Budget 2012 made 600 dedicated said.

Budget and Pasifika trades training places available. Budget 2013 will provide funding for 3000 of these places by 2017 at a cost of \$35.037m over four years.