

**NEEDS ANALYSIS FOR SOCIAL SKILLS MANDATORY
REVIEW FOR THE NATIONAL QUALIFICATIONS
SERVICES (NQS)**

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EXECUTIVE SUMMARY

NQS commissioned this needs analysis to provide an evidential basis of demand to assist with the creation of new Social Skills Qualification(s) as part of the Mandatory Review of Qualifications.

Social Skills Qualification(s) are designed for learners who require some form of additional support with their learning. There are currently 21 Social Skills Qualifications owned which are offered by accredited providers in the secondary and tertiary education sectors. Twenty of the qualifications are at Level 1 on the New Zealand Qualifications Framework (NZQF); one is at Level 2.

The needs analysis draws on information from the NZQF, Disability Survey data, other official documents, input at an initial sector meeting, and sector responses to an NQS survey, international and New Zealand literature.

The needs analysis reveals that Social Skills Qualification(s) serve important functions which are unique on the NZQF. The target learners are people with learning disabilities, and (in the view of some stakeholders) others who have not succeeded in gaining NCEA Level 1 or other forms of mainstream educational success.

The qualifications fulfil needs for marking educational progress. The qualifications may assist learners in seeking employment, which may be government subsidised. But the greatest worth of the qualifications is in motivating and acknowledging participation and achievement by these learners.

Due to the diversity of the learner group, future qualifications need to be developed with a high degree of internal flexibility. A challenge will be to achieve this while maintaining or strengthening the robustness of the qualifications in order to enhance their credibility among employers and mainstream tertiary education providers.

The Social Skills sector includes agencies and individuals that are passionate about ensuring that this learner group has access to educational opportunities, including relevant qualifications.

The needs analysis indicates that the number of qualifications could be significantly reduced to address duplication and overlaps, as long as care was taken to ensure that opportunities to provide for the diversity of learners were maintained. Qualifications are likely to be at Level 1.

INTRODUCTION

MANDATORY REVIEW OF QUALIFICATIONS

The 2008-09 Targeted Review of Qualifications (TRoQ) was initiated due to concerns raised by employers, employees and unions about the clarity and relevance of qualifications, particularly vocational qualifications (see Appendix 1). It found that the qualifications system was difficult for learners, employers and industry to understand. As a result, seven changes were recommended, including nation-wide mandatory reviews of qualifications. The intent is to design qualifications relevant to New Zealand's economic, social and cultural success, which convey the skills, knowledge and attributes of graduates, and support continuing educational and employment pathways of learners. The nation-wide mandatory review also aim to enhance international comparability of qualifications, strengthen Māori development, and ensure qualifications represent sector aspirations and NZQA expectations.

REVIEW OF QUALIFICATIONS IN SOCIAL SKILLS

The Social Skills Qualifications Review is one of the nation-wide mandatory reviews being led by the National Qualifications Services (NQS). The review is designed to meet the needs of the Social Skills sector, employers and society at large.

NQS has described Social Skills Qualifications as being for people with learning disabilities i.e. those who require some form of support with their learning, either through additional resources, specialised equipment, or adapted teaching programmes.

An initial sector meeting in Wellington on 29 May 2013 provided an opportunity for Social Skills Qualification(s) representatives from 18 organisations to discuss the review. Participants included the New Zealand Council of Trade Unions; Ministry of Health; Ministry of Education; an education consultant; IHC; and Social Skills providers including institutes of technology and polytechnics (ITPs), and private training enterprises (PTEs). Desired outcomes were for stakeholders to have a clear understanding of the review, and NQS to have a clear understanding of the sector, the issues, needs and challenges.

Following this meeting, NQS commissioned this needs analysis to provide an evidential basis of demand to assist with the creation of a new suite of Social Skills Qualifications.

NEEDS ANALYSIS DELIVERABLES

NQS uses a broadly standard format for the content of its needs analyses, to allow comparability and ease of understanding. Thus a needs analysis provides evidence to support the mandatory review of qualifications for the qualifications at levels 1-6 on the New Zealand Qualifications Framework (NZQF), including current and future skill competency requirements for the industry, via

- a. An industry profile containing:
 - A current description of the sector
 - Identification of key issues
 - International benchmarking
 - Workforce requirements
 - Learner profile

- b. Identification of the future needs of the industry including:
 - Supply and demand for skills
 - Barriers to accessing the learning

In the case of the Social Skills sector, this approach has had to be modified to accommodate the unique characteristics of the learners, qualification purposes and range of industries.

SCOPE

This needs analysis is a research document to inform and support the decisions required for the mandatory review of Social Skills Qualification(s) on the NZQF. It supports the application to list new Social Skills Qualification(s), as evidence of investigation, analysis and consultation. It considers the supply of, and demand for Social Skills Qualifications; the characteristics of social skills learners; potential strategic benefits of Social Skills Qualifications for learners, communities and employers. It provides background information to assist NZQA to understand the unique nature of this sector, but has a future focus.

The needs analysis is based on information sourced by NQS, from the literature, government data sources, the Social Skills sector and the Governance Group. It takes into consideration:

- The current position and trends in Social Skills Qualifications, including similarities among current qualifications
- Supply and demand factors, and how they relate to each other
- Current and future needs for Social Skills Qualifications
- Current and future employment pathways
- Current and future education pathways
- Psycho-social aspects of Social Skills Qualifications
- International perspectives
- Needs of Māori and Pasifika Social Skills learners, their families and communities
- Modes of delivery include school-based, tertiary-based, residential institution based, e-learning, distance learning, and workplace learning.

Consultation will be undertaken to confirm the need, strategic fit and sufficiency of demand of the proposed new qualifications.

RESEARCH APPROACH

METHOD

To assist in developing a better understanding of the functions of Social Skills Qualifications, including their purposes, qualification supply and demand, a combination of primary and secondary research has been undertaken. This included: analysis of existing Social Skills Qualifications on the NZQF; analysis of government data including, the Occupational Outlook Report produced by MBIE and Careers NZ; MBIE labour fill rate analysis, skills shortage reports and Ministry of Education literature; consideration of course completion information; a review of selected New Zealand and international literature; and input from stakeholders via the initial sector meeting, a stakeholder survey, and individual stakeholder feedback.

The researchers relied on NQS for direction on which data sources should be considered. NQS was also responsible for developing and administering the stakeholder survey. NQS distributed the survey by email, and requested emailed responses were requested by 31 July 2013.

ASSUMPTIONS

- Data would be available relating to the uptake and completion of existing Social Skills Qualification(s)
- There would be an identifiable 'industry' associated with Social Skills Qualification(s)
- The need for Social Skills Qualification(s) is connected to higher education and employment outcomes
- Full participation and timely responses from stakeholders would be forthcoming

LIMITATIONS

- Reliable and complete data relating to qualification and course completions was not available. TEC sourced data only provides information from funded providers, so shows an incomplete picture. This impacts on the usefulness of success rate data, which has therefore been excluded. Instead, discussion of workforce demands is included as guidance on opportunities that may exist to place graduate learners.
- Information obtained on qualification usage was limited. This may be due to confidentiality, commercial sensitivity or other reasons.
- Destination data is not available for Social Skills Learners. Occupation Fill Rate data is not relevant because Social Skills Qualifications are not targeted towards preparing learners for a particular industry.
- Delays in receiving data, and the low response rate to the email survey reduced the ability to draw strong conclusions from the research.
- The target learner is yet to be defined by the Governance Group, which limits the degree of specificity the Learner Profile can go into.

FINDINGS

RESULTS OF STAKEHOLDER SURVEY

Nine survey responses were received. Although the number of responses was disappointing, the information contained in them was extensive. Moreover a number of the responses provided collaborative input from a number of stakeholders. Thus the extent of the input is greater than raw response numbers suggest. The results are summarised in Appendix 2.

	Secondary	Tertiary	Other	Total
Number of responses	2	3	4	9
Number of individuals indicated as inputting	2	10	6	18
Number of organisations represented	175	3	6	184

OVERVIEW OF EXISTING SOCIAL SKILLS QUALIFICATION(S)

The NZQA website lists 21 Social Skills Qualifications (NZQA, n.d). These are listed in Appendix 3. Twenty are level 1 and one is a level 2 qualifications. The qualifications are owned by 12 ITPs, one PTE and 1 with NZQA (NZQA, n.d.).

Institution Type	Qualification authority	ITPs	PTEs	Unknown
Number of Qualification Owners	1	12	1	–

Some institutions own more than one qualification.

Number of qualifications owned	1	2	3	4	5	Un-known
Number of institutions	6	2	1	0	1	–

There are a large number of accredited providers.

Type of accredited providers	Schools	Tertiary providers
Number	All accredited under base scope	93

RANGE OF CONTENT AND PURPOSE

Credits for qualifications ranged from 40 to 140. The majority of qualifications were worth 120 credits.

Credit range	40	60 – 90	120	140	Un-known
Number of qualifications	2	3	11	2	3

There is considerable duplication between the qualifications, which cover eight learning themes.

Learning themes	Number of Level 1 qualifications	Number of Level 2 qualifications
Work skills	9	1
Employment	3	0
Community skills	5	0
Life skills	5	0
Mainstream studies	5	0
Vocational	1	0
Learning support	1	0
Supported training skills	1	0

The skills and knowledge assessed in current qualifications include:

- Literacy and numeracy: reading, writing, numeracy, language
- Employment skills: job options, personal safety, preparation for work
- Social Skills: relating to others, thinking, participating and contributing
- Interpersonal skills/Personal growth: personal well-being, self-management
- Home management
- Practical skills: cooking, wood work
- Recreation and leisure: arts, music, drama
- Health and safety
- Computer: email, internet.

The Ministry of Education (2005) has produced a draft descriptive set of standards to describe literacy, language and numeracy competencies that adults need to meet the demands of their everyday lives. Among these are examples of active listening, speaking, and reading, writing and maths competencies. These, including any revisions, are likely to be the ceiling for key competencies for the Social Skills Qualifications at levels one and two.

USAGE, ENROLMENT AND COMPLETION DATA

Twenty-two providers have been reporting credits against Social Skills Qualifications registered on the NZQF. This includes 11 ITPs and 11 other providers. NZQA reports the following usage data for school and ITP providers who have reported credits (including unit standards).

Year	Number [<i>interpretation requires confirmation</i>]
2009	105
2010	127
2011	94
2012	243

Total	569
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TEC hold data on course enrolments and completions. However, this data set only includes information from funded providers and therefore provides an incomplete picture. TEC Usage Data for Social Skills Local Qualifications relates to for 7 polytechnics. For these providers the number of course enrolments declined over a four-year period from 2103 to 1115. Course completions declined slightly from 1186 to 989. Successful course completion EFTs delivered, however, increased in the first three years, and then declined slightly for these providers.

Year	Course enrolments	Course completions	Successful course completion EFTs delivered
2008	2103	1186	139.30
2009	1572	1018	155.72
2010	1512	1075	166.69
2011	1115	989	148.37
Total	6302	4268	610.07

LEARNER PROFILE

The challenge to define the sector and students is a Governance Group task. Stakeholders were clear that qualification developers need to be mindful of the unique group of learners that Social Skills Qualifications are directed towards. This requires identification of the population of students likely to enrol in and benefit from learning that particular set of competencies.

There were approximately 34,900 students with disability, health & special education needs enrolled in formal education or training in 2006 (HealthSearch Ltd, 2008). Of these 14,300 were aged between 15-24 years. More females than males of this group were enrolled in formal education.

Stakeholders agreed that Social Skills Qualifications are particularly designed for people who need support to learn and achieve qualifications. Social skills are, according to one stakeholder, for people who cannot:

For some reasons of disability of some kind, learn in a conventional manner and for who mainstream education at whatever level does not work. This may include disabilities of a physical, intellectual, emotional or social nature. It generally implies the target learner will be learning at level one or below on the framework.

The World Health Organisation defines disability as:

Any restriction or lack (resulting from impairment) of ability to perform an activity in the manner or within the range considered normal for a human being. People are not considered to have a disability if their limitation is completely eliminated by an assistive device such as glasses; and the disorder or disabling condition must have lasted or be expected to last for 6 months or more (cited in HealthSearch Ltd, 2008).

One stakeholder described students enrolled in its fulltime Level 1 Social Skills Qualification(s) as:

.. under 25 years of age, some from the mainstream school system either with some teacher aide support or from learning support classes; some from special schools or satellite classes within mainstream high schools. Students are described as having mild intellectual disabilities, some with achievements and/or unit standards. All are unable to attain Level 1 NCEA.

One stakeholder targeted high school students with intellectual/learning disabilities and provided supported learning courses in construction, and in food and hospitality.

STAR Funding was used in some institutions to provide part-time courses. Some tertiary sector institutions used Short Course funding. With this funding, students on Invalids Benefits were able to apply for the Training Incentive Allowance (TIA) to fund their studies.

One stakeholder pointed out the diverse living situations among this learner group. Some would be living with parents, in residential services, on their own or in CYFS care.

A large proportion of learners enrolled in Social Skills Qualifications will have lived with disabilities since childhood. Around 10% of all New Zealand children have an identified disability according to the Disability Survey 2006, of whom 46% have special education needs (Bascand, 2007). The proportion of children with disabilities has remained relatively constant from 1996 to 2006, suggesting that the demand for qualifications that these children can aspire to as they enter adolescence is likely to remain unchanged. Detailed information relating to childhood disability is provided in Appendix 4. Understanding of this data is vital to the development of Social Skills Qualifications.

Other learners will have acquired disabilities through illness/disease or accident/injury.

Stakeholders highlighted the immense diversity of issues that Social Skills learners bring with them. Some stakeholders noted that the types of disability learners may have range from foetal alcohol syndrome, mental health, autism and intellectual disabilities. Nevertheless, other stakeholders did not believe that the terms 'intellectual disability' or 'special needs' were particularly helpful in defining the learner group.

The international literature also does not support differential labelling for students with specific learning disabilities. Instead addressing individual learning needs in a stratified approach is preferred (US Department of Education, 2007). Disability advocates emphasise that medical categorisation of disability is not necessarily relevant to the issues when determining support for independence and empowerment. For this reason pathology and psychopathology were not explored as determinants for learner criteria in this Needs Analysis, although data on disability among New Zealand children, including types and causes of disability is provided in Appendix 3.

One stakeholder described the target learner broadly, as:

Not having achieved academic success at school, but having a desire to continue learning.

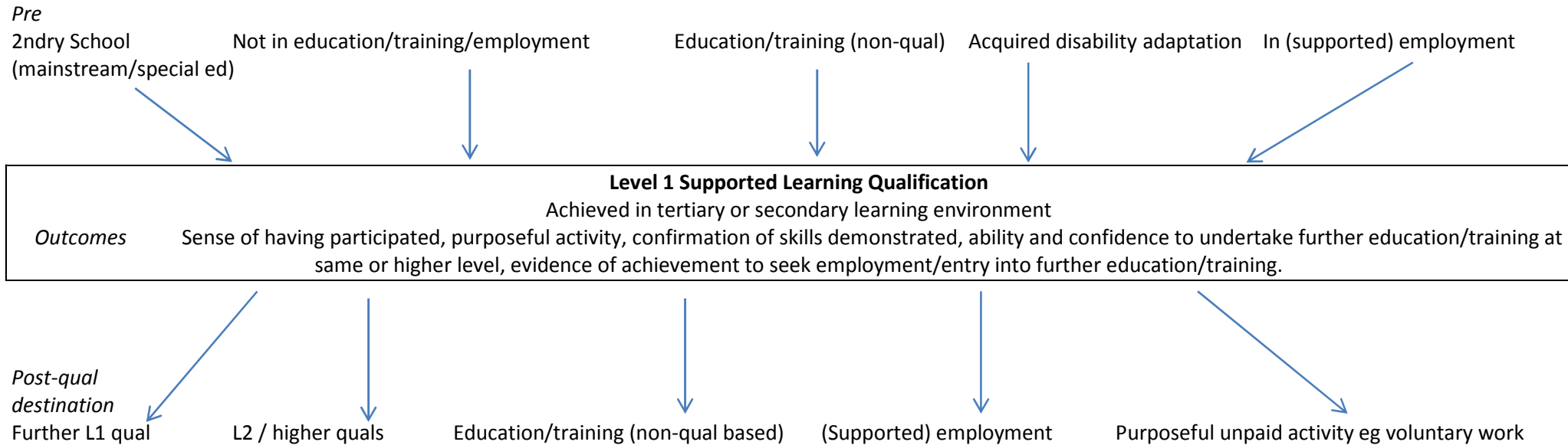
This stakeholder believed the Social Skills Qualifications target any learners who leave school without NCEA Level 1. This suggests that, in addition to those with diagnosed disabilities, learners who for whatever reason are not successful in less supported learning environments should be included in the Learner Profile. Some stakeholders commented that social-emotional challenges are increasingly prevalent causes of inability to cope with less supported learning environments. In addition, physical and sensory disabilities may co-exist with learning disabilities, or may have created barriers to accessing learning for some students such that they will benefit from undertaking Social Skills Qualification(s).

A significant proportion of learners are likely to be Māori and Pasifika, because these populations are over-represented among people with disabilities and special education needs, and because of the socio-emotional impacts of health and welfare disparities. Māori have a higher disability rate than other ethnicities in every age group. In addition, there is a higher proportion of young people who are Māori. The majority of Māori with disability (63%) were aged less than 45 years. Nearly one third of children with disability (31%) were Māori.

Although some stakeholders identified Māori and Pasifika as target learners for the Social Skills Qualifications *per se*, the evidence and government philosophy does not support viewing Māori and Pasifika learners as a group, less able to learn in less supported environments. Nevertheless, according to the Careers New Zealand Benchmark literature, challenges to academic, social and employment achievements continue for Māori and Pasifika students (2011). Therefore the compounding axis of disadvantage may increase the proportion of Māori and Pasifika learners for whom Social Skills Qualifications are suitable.

Ka Hikitia: Managing Success Strategy takes the view that the key for Māori achieving educational success is to do so as Māori (Ministry of Education, 2013b). Therefore, ensuring the cultural appropriateness of the qualifications is a key issue.

Pathways Pre and Post Qualification



SECTOR PROFILE

STAKEHOLDERS

Stakeholders for this sector include

- People with learning disabilities
- Parents, families, whānau and caregivers
- Advocacy and Information NGOs
- Disability services NGOs
- NASCs and ACC
- Ministries of Health, Social Development and Education
- Supported living and residential care providers
- Secondary schooling providers
- Tertiary education and training providers including ITPs and PTEs
- Supported employment providers
- Workbridge
- Employers
- Trade unions

Stakeholders' motivation to protect interests of social skills learners was evident in the input provided at the initial sector meeting, and the survey responses.

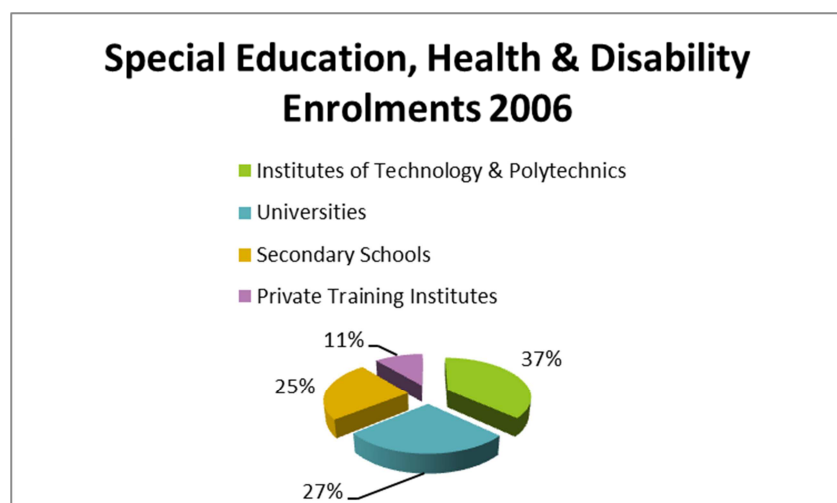
Careers New Zealand (2011) states:

Every young person needs the opportunity to transition successfully from school to further learning and work.

Stakeholders were strongly committed to this philosophy and its application to the target learners. Stakeholders indicated a desire to increase the breadth rather than depth in assessment options for the target learners.

PROVIDERS

ITPs attracted most students with disability, health and special education needs with approximately 11,600 enrolments in 2006; Universities 8,600; secondary schools 7,800 and PTEs 3,500 student enrolments (HealthSearch Ltd, 2008).



Note: Not all students in this data set are aged between 15-24 years

FUNDING

Funding for the sector is predominantly from government. The Tertiary Education Commission (2013) funds essential foundations skills at levels one and two:

Student Achievement Component (SAC) funded provision at levels 1 and 2 seeks to:

- a. Provide people who do not already have essential foundation skills with a low-cost way to gain them;*
- b. Provide progression to higher-level study and skilled employment;*
- c. Build the language, literacy and numeracy skills of eligible students; and*
- d. To enable beginning students to learn English or Te Reo Māori.*

“Foundation skills” in this context means not just literacy, language and numeracy (LLN, which includes digital literacy), but also life and communication skills that prepare learners for further study or for entering/re-entering the workforce.
(TEC, 2013)

Details of the SAC funding policy are provided at Appendix 5.

EMPLOYMENT PATHWAYS

The Social Skills Qualifications are unusual in not being directly linked to an industry, despite many of them having an employment focus. Stakeholders were clear that Social Skills Learners face particular barriers to obtaining employment. This is supported by data from the Disability Survey and other literature. Therefore Social Skills Qualification(s) are better described as an offer to the workforce of diverse human services with a special focus on supporting participation in the community. Rather than there being a clear workforce need for these learners, work is required by graduates of the Social Skills Qualification(s) to assist individuals to participate in community.

One way that the government has sought to address this is through providing subsidies to employers to take on employees with disabilities. This is a form of supported employment. An early New Zealand commissioned literature review considering the work pathways for people with disability, health and

special education needs identified several theoretical positions to view this issue from (John, 1991). These ideas offer value to the development of the Social Skills Qualification(s).

Johns (1991) reiterates the World Health Organisation's alongside the International Labour Organisation definition of disability in relation to employment and training as:

'Individuals whose prospects of securing and retaining suitable employment are substantially reduced as a result of physical or mental impairment'

Several models are mentioned regarding the way in which employment and training may be viewed. These are the charity model, the medical model, the self-help model, and the citizenship-consumer model (Johns, 1991). Definitions are beyond the scope of this report but they are worth noting to underscore the point that for this group of learners, the need for qualifications cannot be reduced to a pure labour market model.

Johns examined employment placements and work hours attained by people with disabilities. Of employed people with intellectual disabilities, Johns found more than 50% worked in the food industry. Around a third got janitorial work. 75 percent worked in the private sector. On average 50% worked for 26 hours a week. Around a quarter of these people worked less than 20 hours a week.

Johns (1991) identifies two distinct supported employment models that are worthy to inform the development of the Social Skills Qualification(s). These are the place-train-maintain and the train-place-maintain models. In terms of the transition from school to employment or further training, programmes based on the place-train-maintain model have shown more beneficial outcomes in the long term than the train-place-maintain models of the past for this population of learners (Johns, 1991).

This has implications for this group of learners. Stakeholders described the merits of transitional knowledge held by key school-based personnel. There is evidence to support job placement and training programmes as part of the transition from school into further training or work. Positive regard for school personnel to assist students to identify their own needs, involvement of parents in the transition process and provision of training in the school environment have been beneficial overseas (Johns, 1991).

To allow for the possibility of place-train-maintain models of transition to be used more widely, it may be important that the qualifications are suitable for provision through work-based training or part-time training alongside employment.

Work placements, internships, and transition for the target group of learner might be enhanced through targeted transition strategies or mentorship programmes such as those currently offered through some schools and Workbridge, targeting small businesses as well as supermarket chains etc. Small businesses in New Zealand are a big part of the private business sector. Small businesses are diverse, adaptable to change and employ up to a third of the total number of people employed (ResearchNZ, 2008). Stakeholder feedback suggests educating employers and the wider public in accurate perception of the Social Skills Qualification(s) is needed.

Currently students with special education, health and disability needs come from a variety of learning experiences, but most emerge from mainstream learning institutes. Collaboration between the primary, secondary and tertiary sectors will reduce students falling through the gaps and missing important learning opportunities. The literature and stakeholder feedback support the role of key school personnel at the transition points to further education or work.

BENCHMARKING

Relevant benchmarking information was not found. This is likely to be due to the diversity of the learner population and the need for highly individualised approaches. If the Social Skills Qualification(s) are entirely at Level 1 on the NZQF, benchmarking is of limited relevance.

OPTIONS FOR FUTURE QUALIFICATION DEVELOPMENT

The number of qualifications could be significantly reduced to address duplication and overlaps, as long as care was taken to ensure that opportunities to provide for the diversity of learners were maintained. It is possible that one Level 1 qualification could be offered if it were possible to incorporate sufficient flexibility to address the range of learner skills, knowledge, aspirations and abilities. The alternative would be to develop a small number of qualifications to cover this range. For example, three Level 1 qualifications could be considered. If a strong case was made, a Level 2 qualification could also be considered.

KEY ISSUES

1. TERMINOLOGY

The potential learners targeted by Social Skills Qualification(s) have frequently been the targets of derogatory and stigmatizing language. Therefore, a very high degree of sensitivity is required in the use of language in these qualifications. Moreover, acceptable terminology changes with developments in the sector, socio-medical understandings, and the wider culture, making future proofing difficult.

2. CLARIFYING THE LEARNER PROFILE

There is a need to clarify the extent to which the Social Skills Qualification(s) are a post-secondary school educational pathway for students with special education needs, or is targeted at a wider range of learners. At present a large proportion of learners are located within secondary schooling system. It must be noted that learners with needs for supported education may remain in the secondary schooling system until they are 21. Many others are learners in the tertiary sector. Social Skills Qualification(s) need to be inclusive of all these learning needs.

3. CULTURAL APPROPRIATENESS

The qualifications must be relevant and appropriate for Maori and Pasifika learners who have learning disabilities / supported learning needs. Representation at Governance Group level for Māori and Pasifika is important due to the disproportionate number of children within these groups having special education, health and disability needs. This aligns with the Ka Hikitia: Managing Success Strategy (Ministry of Education, 2013). This strategy reminds all New Zealanders of the importance of Māori education success for Māori students to be cognisant of Māori maintaining identity.

4. TENSION BETWEEN FLEXIBILITY AND STANDARDISATION IN DEVELOPING QUALIFICATIONS

The needs of the learners are extremely diverse, as are their abilities. They are described by one stakeholder as having 'spikey' learning and achievement patterns. Moreover, in individual learners needs abilities may vary over time, without them moving beyond a Level 1 standard of competency.

Therefore stakeholders suggest that ‘responding to individual needs and presentations could be a guiding principle in the development of qualifications.’

This is supported by United States literature. For example, Duff (2007) describes two Responses to Intervention approaches in used the provision of education to special needs learners at high school level; standard treatment and problem solving protocols. The standard treatment protocol uses a line of enquiry following steps for assessing strengths and identifying problems as an informative strategy for setting learning goals. The problem-solving approach differs from the standard protocol in that there are levels of individualisation and depth of analysis designed to focus on a subset of sub skills to assist with targeted interventions. The problem-solving approach involves a team of educators to assess student performance; plan etc. which allows flexibility for tailoring interventions that would not otherwise be achievable (Duff, 2007). The team approach to assessment and planning offers synergetic expertise. It is at the level described by New Zealand stakeholders working with learners in residential care. Assessment tools such as the Adaptive Behaviour Assessment System- Second Edition (ABAS 11) may provide guidance on social skills assessment.

Both standard treatment and problem solving protocols emphasise tiered interventions that increase with intensity as the student gains from the benefits of appropriate instruction, services and scientifically based interventions at each step (Cortiella, 2005). This learning concept aligns with Vygotsky's stairways to learning schema (NASP, 1997) along with Rose Pere's bicultural framework for education (Pere, 1991) recognised in the Poutama model. It also has parallels in health and disability models, for example the Pathways to Recovery model of responses to mental health needs (Ministry of Health, 2010).

The stepped or tiered approach has significant implications for the development of qualifications. Given the motivational and empowerment benefits of making qualifications accessible to as large a proportion of supported education learners as possible, it would be tempting to set the benchmarks for achievement very low. This would, however, reduce the credibility of the qualifications as an indication of work skills thereby diminishing their worth to supported learning candidates who were seeking paid employment (whether subsidised or mainstream).

Decisions on where the balance between flexibility and robustness/standardisation falls will have crucial impacts on the number and size of qualifications to be developed.

5. NUMBER OF QUALIFICATIONS

Decisions need to be made as to how many Social Skills Qualification(s) are needed, bearing in mind that one purpose of the mandatory review is to reduce the number of qualifications on the NZQF.

Arguments for having multiple qualifications include enabling different types of skills and knowledge to be recognised, allowing for tiered progression through a number of foundation level qualifications to occur, as suggested by the literature, and meeting the needs of different sector participants.

6. SIZE OF QUALIFICATIONS

It often takes Social Skills Qualification learners an extended period of time to complete an entire qualification. For example, stakeholders reported that completion can regularly take 5 years. In order to maintain motivation and measure progress it is beneficial to ‘chunk’ recognition of skills and knowledge into sizes that can be achieved in a shorter time. Unit standards are one way that this is achieved currently.

Qualification developers need also to be mindful of the implications of qualification size for funding and Work and Income New Zealand benefit criteria.

7. E-LEARNING

Mention was made among stakeholders regarding pros and cons for IT development in this sector. IT developments may increase communication and learning opportunities for students. On the other hand, some stakeholders expressed concerns that the growth in e-learning may lead to reduced emphasis on experiential opportunities to ensure knowledge and learned skills are applied in real home, social and workplace contexts. From this point of view, it is important to ensure that skills assessed in the qualifications are rooted in real world applications, not virtual or hypothetical scenarios.

8. GOVERNMENT AGENCY ROLES, COMMITMENT AND FUNDING PROVISION

For this group of learners, education, living, and employment outcomes are highly reliant on services and funding support from government. Some stakeholders mentioned the impact of funding inconsistencies from WINZ, Studylink, Youth Guarantee, Special Education Grants, and Training Incentive Allowances on the target learner.

Some stakeholders alluded to fears that students in need of supported learning might be forced to move into mainstream learning environments and mainstream qualifications that would not suit their needs. Stakeholders generally believed that Social Skills learners would not be able to have as effective learning experiences or opportunities to demonstrate their skills and knowledge if Social Skills Qualifications ceased to exist or lacked widespread recognition.

There were also concerns about over involvement by the Ministries of Education, Social Development, Health and the Tertiary Education with this sector of learners. According to Johns (1991) the Statement of Principles and Objectives under the Australian Disabilities Services Act 1986, stated:

'Programmes and services should be designed and administered to ensure that no single organisation...shall exercise control over all or most aspects of the life of a person with disabilities'.

It appears from stakeholder feedback, that there is also a need to ensure that the multiple organisations, individuals and agencies supporting Social Skills Learners interact effectively and respectfully with learners and with each other.

9. ENHANCING INTEGRATION OF LEARNING AND EMPLOYMENT

Social Skills Learners will often struggle to find employment, even following successful completion of the qualification. Addressing this will require sustained societal change. Development of appropriate qualifications plays a small part in this wider picture. Ensuring that qualifications are intelligible to employers, credible and relevant to work place needs, will contribute to this.

Other aspects of enhancing integration of learning and employment may include making provision for people in subsidised employment to undertake qualifications while working. This approach is supported by the literature that recommends place-train-maintain models of learning.

CONCLUSIONS

Social skills qualifications are well-used by learners. Enrolment and completion data does not give a true indication of the extent of usage due to various factors including the omission of non-TEC funded courses, and the number of years learners may spend working towards the qualifications.

The sector is unique. 10% of New Zealand children have disabilities, of whom nearly half are likely to require special education support. Their future qualification needs may be met through Social Skills Qualifications. Other users of the qualifications will be people with acquired learning disabilities and need for support to learn foundation competencies.

It is likely that an increasing number of learners will identify as Māori due to the changing population distribution statistics regarding ethnicity. Many learners will be accessing some supported living arrangements. Some learners will have very high support needs.

There is no indication that the need for Social Skills Qualifications will decrease in the future. Although specific diagnoses may vary in prevalence over time, the sector will continue to be diverse in terms of student needs, aspirations, abilities, and geographic spread.

Links between the qualifications and employment outcomes are relatively weak due to the nature of the learner population and the barriers they face in the employment market. Stakeholder feedback indicates that psycho-social benefits of achieving qualifications are at least as important. This conclusion is also suggested by the literature. Such impacts may have practical outcomes such as increasing confidence, motivation and independence for example during the transition from secondary school to adulthood. This may lead to stair casing into on-going education or to support learners move into employment (whether subsidised or otherwise).

A tiered approach to the qualification development is recommended by international literature (Duff, 2007) and this is supported by stakeholders and sector feedback. Consideration is needed of how a tiered approach can best be achieved while maintaining the qualifications' location at Level 1 on the NZQF (with possibly one Level 2 qualification).

If there is a desire to use the qualification to strengthen social skills learners' employment opportunities, the literature supports investigation of a place-train-maintain model. Stakeholders suggest further exploration into internships and work experience alongside education. Such an approach would require discussion, employer education and development of work pathways with potential employers. School personnel provide valuable transition support, advocacy and facilitation between school and work as do select sector agencies such as Workbridge.

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APPENDIX 1 - TARGETED REVIEW OF QUALIFICATIONS

The Targeted Review of Qualification at levels 1-6 on New Zealand's ten-level qualifications framework commenced in 2008. The review aimed to ensure that New Zealand qualifications are useful and relevant to current and future learners, employers and other stakeholders. The Targeted Review was a key deliverable of NZQA's Statement of Intent 2009-2011. The review was initiated in response to concerns raised by employers, employees and unions about the clarity and relevance of qualifications, particularly vocational qualifications. The 2008-09 review found that the qualifications system was difficult for learners, employers and industry to understand because it:

- was not relevant to some employers and industry
- was not user-friendly, and the status of qualifications
- was unclear
- contained a large number of similar qualifications which made distinguishing between qualifications and identifying education/career pathways difficult.

A package of seven changes was recommended by the review and approved by the NZQA Board for implementation. These were to:

1. Establish a unified New Zealand Qualifications Framework (NZQF)
2. Require the use of existing quality assured qualifications, and change the design rules for National and New Zealand qualifications to allow for more inclusion of local components
3. Require mandatory periodic reviews of qualifications to determine whether they are still fit for purpose
4. Strengthen and standardise qualification outcome statement requirements
5. Introduce a mandatory pre-development assessment stage for qualification developers
6. Strengthen industry involvement in qualification development
7. Provide clear information about whether a qualification is active, inactive or closed.

All recommendations, apart from change 3, were implemented in 2010. Change 3 to require periodic reviews of qualifications commenced in early 2011.

Overall, the changes streamline and simplify the qualifications system. The establishment of the NZQF as a single location for all qualifications has made it easier to find information about qualifications. The provision of information about the status of every qualification has reduced the number of available qualifications. The new requirements for listing qualifications on the NZQF will prevent the duplication and proliferation of qualifications.

INVOLVED PARTIES

The Ministry of Education, NZQA, the Tertiary Education Commission and Department of Labour worked with the Industry Training Federation, Business New Zealand and the Institutes of Technology and Polytechnics New Zealand, the New Zealand Council of Trade Unions, the Private Training Establishment sector and Te Taihū o Ngā Wānanga on the Targeted Review of the Qualifications System.

SOME KEY FINDINGS

Employers opinions of Certificates and Diplomas on the NZ register of quality assured qualifications were:

- The majority of respondents indicated that they used prospective employees' qualifications to assist them in the hiring process. In addition, the majority of respondents thought it was important for applicants to have formal qualifications.
- Most respondents thought qualification developers understood the needs of their industry, thought that qualifications for their specific industry were relevant for their business, and thought that qualifications provided employees with the keys skills for their specific business.

Some key findings from the Learners' experiences of Certificates and Diplomas on the NZ register of quality assured qualifications were:

- Learners generally felt the skills and knowledge that they were gaining from their qualification were useful. The skills identified as the most useful were those that were practical and applicable to employment, yet transferable into other skill set areas.
- Learners generally find information about qualifications from the internet and from people who work at tertiary education organisations. However, learners do not spend a lot of time comparing qualifications across different providers. Most commonly, they choose a provider and then seek information about that provider's qualifications.
- Generally, learners chose their specific qualification because it was accessible in terms of cost, location and time. An exception to this pattern of choosing behaviours were industry trainees, who did not have a choice about which qualification they chose because study is part of their work training.

(Source: NZQA, 2012).

APPENDIX 2 – SUMMARY OF EMAIL SURVEY: NEEDS ANALYSIS DATA SOCIAL SKILLS REVIEW

	1	2	3	4	5	6	7	8	9
Response Type	ITP	ITP	ITP	2ndry	2ndry and 'post-21' centres	Large Employer	Consultant	Government	Support & Advocacy Org
Number of organisations represented	1	1	1	3	175	3	1	1	1
Quals delivered	Cert in Work Skills L1 Nat Cert in Workskills 40 credit 'taster' courses in carpentry + food & hospitality (new)	–		– National Certificate in Work and Community Skills (supported learning)V3.	111296 – for supported learning course Cert in Mainstream Studies L2 112993 Cert in Mainstream Studies L1 111295 Cert in Mainstream Studies L2	N/A	N/A	N/A	N/A
Target Learner	Most under 25, transitioned from mainstream school system with support. Some from special schools/satellite classes. Mild intellectual disability. May have achievement/unit standards but unable to attain NCEA L1. High school students on STAR funding. On IB with TIA funding.	may have some or all of: - intellectual disability or learning difficulties that provides barriers, at this stage re general programmes. -likely to be transitioning school to adult world, aspires to make own decisions, live in own home, get paid employment. Wants to study in a tertiary environment	Diverse, changing. Inc - ID (may be dual with physical disability), -increasingly socially deprived with behaviour and have behaviour, self esteem support needs etc. -transitioning to adult life	Adults and 2ndy school students Intellectually impaired boys & girls Y7-10 with significant academic, social & emotional needs, often accompanied by behavioural needs. -Many come from deprived backgrounds, don't show intrinsic motivation for achievement.	-many take 5-6 years to complete Cert in Learning Support. Some leave school before completing full cert. Supported learning cert: - Students working at or below L1 on Curriculum Framework, with identified learning needs, require support to access curriculum. Have physical &/or intellectual disability. At school or 'post 21'	Staff with learning disabilities, or who require support with their learning are visual learners. Kinaesthetic. May be ESOL. May be introverted, self-absorbed, struggle to see their place in the business or take opportunities for self-development. Part-time employees, usually female. Struggle to complete L2 training	Someone who cannot, for reasons of disability of some kind, learn in a conventional manner and for whom mainstream education at whatever level does not work. This may include disabilities of a physical, intellectual, emotional or social nature. It generally implies the target learner will be	People who could fill generic assistant and support roles in workplace and community. 'fit for purpose' to contribute to a dynamic workforce through flexible skills that are applicable across sectors.	Diversity of learners. Only commonality that of not having achieved academic success at school, but have desire to continue learning. May be living with parents, in residential services, independently

	<p>Don't use term 'Intellectual disability'</p> <p>like siblings.</p> <p>-no formal diagnosis or identified syndrome /condition, e.g. dyslexia, dyspraxia, hearing or visual impairments, autism, Asperger's Down syndrome. Could also have head injury, physical disability.</p> <p>-May received ORS funded at secondary school or just missed out and been covered by the SEG.</p> <p>- spikey learning profile when assessed across literacy and numeracy</p> <p>-May take longer to mature –delayed life experiences –protected by a caring family.</p> <p>Findings from Disability Survey 2006:</p> <p>-An estimated 17 percent of New Zealanders (660,300 people) were identified as disabled.</p> <p>-The proportion of disabled people increased with age, from 10 percent for children under 15 years, to 45 percent for adults aged 65 years and over.</p> <p>-46 percent of disabled children had special education needs, and</p>		<p>-Require individual intervention and support</p> <p>-Most capable of gaining credits toward the National Certificate in Work and Community Skills L3.</p>	<p>centres.</p> <p>Mainstream cert:</p> <p>-mostly disengaged with learning, behavioural issues, need literacy & numeracy support in alternative pathway to NCEA L1. Maori, Pasifika, ESOL and refugee students. Students in secure youth justice facility.</p>	programmes without extra support and resources	learning at level one or below on the framework.		or in CYFS care.
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		<p>39 percent had chronic conditions or health problems.</p> <p>-12 percent of adults aged 15 years and over had a physical impairment, and 8 percent had hearing or vision impairments.</p> <p>-There were 96,600 disabled Māori and 24,800 disabled Pacific people.</p> <p>-Less than half (45 percent) of disabled adults were in the labour force, compared with 77 percent of non-disabled adults.</p> <p>-35 percent of disabled people had no formal qualifications, compared with 19 percent of people who were not disabled.</p>							
Sector description	<p>The Learners</p> <p>ITP working collaboratively 2ndry schools.</p> <p>Supported employment agencies, e.g. Workbridge</p> <p>People First</p> <p>WI</p>	<p>Complex web of agencies, 27epts., providers:</p> <p>-Education: Ministry, TEC, 3ry & 2ndry sectors.</p> <p>-MSD as funders of organisations & WI.</p> <p>-MoH as services providers and NASC funders</p> <p>-service providers & transition agencies, e.g.</p>	<p>Unique ... attempting to support quality lifestyles for people whose learning is outside the norm.</p>	Residential college	<p>Special schools</p> <p>Post – 21 providers</p> <p>Youth justice centre</p> <p>High schools</p> <p>Alternative education centres</p> <p>GSE</p> <p>Sector has international connections with inquiries about NZ courses from Australia</p>	<p>Businesses that are able to employ people from with learning difficulties, and their sales, customer services team members & supervisors.</p> <p>Distribution/warehouse team supervisors.</p> <p>May be shrinking, e.g. a large food chain that used to employ and support members of this target group</p>	<p>Comprises a large community that includes and cares for the people outlined above. The significant stakeholders include parents, caregivers, social workers, people with specialist knowledge such as brain trauma specialists and those who have studied and worked with people on the autism spectrum, representatives of</p>	Students, employers	<p>Unique</p> <p>About meaningful interactions and activities that lead to meaningful work, paid or unpaid</p>

		<p>IDEA Services, A Supported Life, Supported Employment Agencies e.g. Poly-Emp, Transition services, e.g. Elevator, Hohepa Homes</p> <p>- Advocacy & Information agencies</p> <p>- specialist sensory disability services</p>			and Cook Islands.	has moved to a 'hire a smile' approach based on belief it is best to employ people with natural customer services skills.	agencies that provide residential and specialist support for disabled people such as Idea Services (IHC), NZCare and Richmond Fellowship, and advocacy groups and funding agencies		
Needs		<p>basic rights non-disabled people take for granted. Struggle to have equality when compared to the range of opportunities available to others.</p> <p>-qualification(s) offered in settings valued and used by the community, e.g. ITP.</p> <p>-self-esteem and self-worth greatly enhanced by learning new skills and doing the ordinary things others do in our communities. To be supported to be contributing citizens.</p> <p>-Advocacy : some people within this target group have difficulties expressing their views and making choices. Supported decision a successful way of the people</p>	<p>-programmes that support progression</p> <p>-clear pathways</p> <p>-strong links to opportunities and potential employers</p>	<p>Access to education (UN Convention on the Rights of Persons with Disabilities). Opportunities for nationally recognized qualifications increase employment opportunities.</p> <p>-Something to follow on from National Cert in Work and Community Skills (Supported Learning) – at present it's a dead end.</p>	<p>Self-directed learning</p> <p>Elements of choice</p> <p>Different learning styles</p> <p>Individual realistic timeframes</p> <p>SMARTER targets</p> <p>A standard that actually accredits what the students do – relates to planning, reviewing of tasks and key competencies</p> <p>Equal opportunity to work towards nationally recognised certificate.</p> <p>Colourful teenage relevant learning resources</p> <p>Inquiry based learning. Teachers as facilitators. Individual programmes and differentiation.</p>	<p>Visual learners – use charts, videos, activities, customer scenarios, etc.</p>	<p>Right to learning opportunities</p> <p>Requires resources available, obstacles removed, suitable pathways of learning established.</p> <p>Need opportunities, facilities, prepared learners progressing to next-step and ultimately work readiness.</p> <p>Society needs satisfaction of doing the right thing.</p> <p>Employers need sense of contributing to health society.</p> <p>Parents need to know real opportunities exist.</p> <p>Advocates need prospect of success.</p>	<p>Draws attention to range of meanings of 'needs'</p>	<p>-programme that parents, employers and society can see supports progression in life, study & work skills.</p> <p>Individualised learning. Real life experiences. Achieve potential. Create community networks that will lead to long-term employment opportunities.</p> <p>Tutor supported work experience .</p> <p>Build on and value prior knowledge skills</p>

		<p>within the target group making good decisions in their lives.</p> <p>–Pastoral care during transition periods is critical for both the learner and their family - trusting relationships with academic staff enable programme outcomes to be followed through at home, at work and in the community.</p>			<p>Current qualifications relevant – formal recognition of development. Demonstration of the whole range of Key Competencies needed to transition into workplace or further education.</p> <p>Extended timeframes</p>				& experiences
Skills & knowledge	Social / interpersonal	<p>Core literacy, numeracy & e-learning embedded in community skills, career development, employment skills, and work based opportunities. Underpinned by interpersonal skills.</p> <p>-Navigating own community, crossing roads safely and catching public transport – often these learners have received a taxi service while at school which has now stopped.</p> <p>Experiential learning</p>	“Real” skills and experiences. Applied.	<p>Completes work within identified time frames and to acceptable standards</p> <p>Respects property/rights of others</p> <p>Keeps work/study spaces tidy and returning materials to places on time and in good condition</p> <p>Checks accuracy and quality of work</p> <p>Demonstrates reliability in attendance and is on time for tasks</p> <p>Observes safety standards relevant to the work/study place</p> <p>Asks questions to clarify information</p>	<p>Motivation, initiative, relating to others, team contribution, time management.</p> <p>Plan task, break it down into bite-sized steps. Set realistic timeframes. Complete task.</p> <p>Negotiate with teacher. Agree a SMARTER Target. Identify evidence to demonstrate improvement.</p> <p>Reflect on use of key competencies. Write self-review.</p> <p>Transfer of skills to other areas.</p> <p>Working alongside unfamiliar people.</p>	<p>Understand written information</p> <p>Lit & Num. written and verbal communications. Pc/email skills. Self-confidence</p> <p>Initiative. Adaptability</p> <p>Understanding retail terminology</p> <p>Understand body language. Be able to put self in someone else’s shoes</p> <p>Honesty & Reliability</p> <p>Customer service skills</p> <p>Team work</p> <p>Confidence & self-esteem</p>	<p>Learn that they can learn</p> <p>Learn knowledge and skill acquisition techniques.</p> <p>Various, e.g.</p> <p>-Socialisation to allow formal learning environment</p> <p>-relearn mis-learnt basics of life</p> <p>- foundation skills: numeracy, literacy, digital lit, reasoning etc.</p> <p>-One size will not fit all.</p>		

				<p>Follows instructions</p> <p>Demonstrates awareness of own limitations and is able to communicate the assistive strategies that the employer/instructor can use in conveying instructions</p> <p>Stays on task</p> <p>Demonstrates responsibility by completing stated objectives</p> <p>Communicates and cooperates with colleagues</p>		Conversation skills.			
Information sources re needs	<p>Linda Leishman – Ferndale School, Josianne McGregor – Workbridge</p> <p>People First – re correct term for learner group</p>	Census and survey info. Govt. policy documents. Disability survey later 2013.	<p>-International lit, e.g. UK supported learning programmes.</p> <p>-Disability stats</p> <p>-Support network consultation</p> <p>-past, current & future students</p>	<p>Stats NZ – re Disability ABAS II</p> <p>Young People with Special Educational Needs /Learning Difficulties:... (LG Group Research Report)</p> <p>Slough:NFER</p> <p>Workbridge</p> <p>www.avisglaze.ca</p>	Own annual survey of student numbers on courses leading to qualifications.		<p>Feedback from people who really know sector needs: coalface.</p> <p>Research how education for the disability sector is best provided internationally.</p>	Michael Scriven <i>Evaluation Thesaurus</i>	<p>Peru: Centro Ann Sullivan del Peru</p> <p>Stats</p> <p>Consult sectors, including learners and people with disabilities</p>
Future needs	-Students now more technologically savvy	Continued govt. commitment, e.g. to Transition Services and	- creativity in teaching and assessment	-personal meaning seeking	Meet increasing uptake Transparent titles and	IT More informed	Meet future demand. Present inhibitors are that suitable		IT – to allow better learning opportunities,

		Supported Employment Agencies -E-learning must be faced. Risks because 'spikey learners' need to avoid increasing learning stress or making learning more inaccessible due to literacy demands of e-learning		-increase speed -child poverty impacts -lifelong learning -Maori & Pasifika students cultural needs -multicultural impacts -decreasing opportunities for unskilled work	explanations.	customers demand team members who can understand and communicate solutions to match. Not aware of franchises employing this type of person anymore – therefore not demand for this qualification to be offered in employment.	qualifications do not exist and so programmes are not set up.		more individualisation Creative teaching and assessment. Experiential learning, ensuring application of knowledge/skills and connections with local workplaces – essential to ensure employers learn benefits of employing these students.
Key issues	-Community buy-in to target group -Access to work on leaving course -Caregivers and Employment agencies need to be more timely/effective with support for gaining employment -WI approval of TIA funding is erratic. They expect students to begin with clear work goals and see programmes as too generic despite work readiness focus -many students have	-fit with Disability Strategy and Enabling Lives documents Funding: Govt. commitment: need ring fenced opportunities, requires cross-agency agreement, Special Education Grant, TIA, Accessibility: language, time and support to pass the qualification(s). i.e. A learner may need an extra year to complete the qualification(s). Can this be reported in a way that does not reflect negatively in the	-Inconsistent funding WI v Studylink -Role confusion between govt. 31epts.. -Differences in learner needs supported	-Quals that recognize individual needs yet understood by others -Identifying core skills and content, and acceptable level of mastery Identifying pathways in fast changing environment -foster adaptability and agility for learners who struggle to adapt	Current content and description on website lack detail. Notional hours confusing. Can only draw on non-relevant NCEA credits	Developing product knowledge experts. Supervisors and managers who can communicate effectively. A flexible qualification to cater for wide range of learners.	Society sees the sector as non-productive. Funding insecurity. Extreme diversity of needs, progression and outcomes.		Inconsistent funding: WI/Studylink Role confusion MoE/MSD/MoH ?TEC Differences supported Individualised personalised collaborative teaching & learning

	achieved large number of Supported Learning unit standards at school	Performance of Tertiary Education Organization results and can the learner be funded by Work and Income via the TIA? -can be provided in different parts of the country.							
Key considerations for qualification development	-Specific targeted work options / strand within the qualification -Lack pathways for on-going training – need to be more L1,2,3 options including work focussed options at L 1 & 2 -Employers need to be familiarised with qualifications and understand how it transfers to their workplaces. - schools report Supported Learning Unit Standards lack relevance	Must be robust, flexible, accessible. -consider extra optional area for more able learners that could give them a merit pass -electives from the general pool that are part of these qualification(s)/s. Personalize the support to access this How many qualification(s) are required and how are they designed? Develop graduate profile to provide direction. Possible elements: Demonstrate increased confidence and independence in daily life; Interact effectively with others and present personal opinions; Demonstrate enhanced	EITHER broad spectrum assessment criteria for unit standards specific to the programme OR courses not reliant on unit standards which will help support the opportunity to teach creatively.	-develop graduate profile- complex. Aim: practical balance between depth and breadth of learning. Risks: lowering expectations so qualifications has little perceived value. Or disregarding learners’ barriers so access is effectively denied -focus on breadth not depth -core and optional areas -graduate profiles reflecting learning across range of areas -individualised self-directed supported learning -educate employers/public on these quals	Proposes: -foundation level for students functioning at L1-2 of national curriculum. Start school-based but can continue post leaving school at 21. Key element: Key competency focus; portfolio assessment; work components; other life skills content. With flexibility to set individual goals and meet diverse needs. -L1 qualification addressing students who fall short of NCEA L1 . Attain lit & numeracy credits and other NCAE credits. Focus: recognition, development and demonstration of Key Competencies. Created by improving on 112993 through writing unit standards to allow NCEA credits to be received. Have a	Able to assess through practical on-line assessment methods. E.g. scenario based – practices identifying body language, buying signals, problem solving (product options) etc. Written assessments may not provide definitive evidence due to low literacy. Other sources of evidence could be direct manager feedback and internal company document checking. Need some 1-1 tuition in qualification delivery. Difficult to sustain minimum hourly tuition requirement in workplace. Maybe blended delivery with 5-10	Not one size fits all. Flexibility needed. The graduate profile will illuminate a very wide person in terms of coverage and needs. Provide for as many aspects of person’s needs as possible. Risk: too narrow set of qualifications will not adequately cater for real needs.	EITHER broad spectrum assessment criteria for unit standards specific to the programme OR courses not reliant on unit standards which will help support the opportunity to teach creatively. Link to supported work placements	

		literacy and numeracy skills for work and everyday living; Demonstrate enhanced problem solving and decision making skills; Make informed choices or seek information; Independently (or be supported to) take advantage of opportunities to participate in activities and learning situations; Demonstrate an insight into own personal qualities including disability, strengths, and areas where support may be required; Demonstrate a work ethic including punctuality, completing task, following instructions; Demonstrate an understanding of Mātauranga Māori, tolerate cultural and ethnic differences and acknowledge diversity in his or her community; Have achievable career aspirations; and Have a pathway into employment or further study.			mandatory component of unit standards -L1 tertiary qual. Progression route for those who completed foundation level. Decreased level of support needed. Further work placements. More responsibility for own learning. Greater literacy & numeracy focus. Possibly 'tasters' of different industries.	hours of 1-1. Graduates of this qualification could move onto National Cert in Retail L2 (or another industry) – the current foundation qualification.			
Other	-Cost of programmes	It is important that hard earned educational		Deadline for responding to survey was too short				Suggests future evaluation	

	<p>-Insufficient programme places</p> <p>-Inconsistent transition programmes from local schools</p>	<p>opportunities are valued and nurtured because when resources are limited the needs of these learners are sometimes overlooked or included with others without the appropriate support.</p>		<p>to provide accurate data – only given 1 week.</p> <p>- 2ndy schools need understanding and awareness of social skills qualifications</p>					measures.	
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APPENDIX 3 – CURRENT SOCIAL SKILLS QUALIFICATIONS

Social Skills						
BP3414	Certificate in Work Skills (Supported Learning)	Bay of Plenty Polytechnic	1	240	2013 Q4	
CA2118	Certificate in Employment and Community Skills	Unitec New Zealand	1	120	2013 Q4	
CA2200	Certificate in Employment Skills	Unitec New Zealand	1	120	2013 Q4	
MN4101	MIT Certificate in Community and Work Skills	Manukau Institute of Technology	1	120	2013 Q4	
WR2814	Certificate in Work and Life Skills (Level 1)	Waiariki Institute of Technology	1	120	2013 Q4	
MN0112	MIT Certificate in Work Skills	Manukau Institute of Technology	1	120	2013 Q4	
NE4613	Certificate in Training for Work Skills	Nelson Marlborough Institute of Technology	1	120	2013 Q4	
AOCPI1	Vocational Studies	Aoraki Polytechnic	1	120	2013 Q4	
NE4796	Certificate in Introduction to Vocational Skills	Nelson Marlborough Institute of Technology	1	120	2013 Q4	
TK4925	Certificate in Vocational Skills	Western Institute of Technology at Taranaki	1	120	2013 Q4	
HV3822	Certificate in Community and Vocational Learning Skills (Level 1)	Wellington Institute of Technology	1	120	2013 Q4	
NE4795	Certificate in Vocational Skills	Nelson Marlborough Institute of Technology	1	240	2013 Q4	
853	National Certificate in Work and Community Skills (Supported Learning)	NZQA National Qualifications Services	1	40	2013 Q4	
111296	Certificate in Learning Support	South Pacific Educational Courses Limited	1	72	2013 Q4	
NE4538	Certificate in Supported Training Skills	Nelson Marlborough Institute of Technology	1	120	2013 Q4	
NE4614	Certificate in Community Integration	Nelson Marlborough Institute of Technology	1	120	2013 Q4	
CH3896	Certificate in Workskills	Christchurch Polytechnic Institute of Technology	1	240	2013 Q4	
MA4040	Certificate in World of Work (Level 1)	Universal College of Learning (UCOL)	1	120	2013 Q4	
WA2199	Certificate in Supported Employment	Universal College of Learning (UCOL)	1	120	2013 Q4	
OP2001	Certificate in Work and Life Skills	The Open Polytechnic of New Zealand	2	40	2013 Q4	
MA4098	Certificate in World of Work (Level 2)	Universal College of Learning (UCOL)	2	120	2013 Q4	

APPENDIX 4 INFORMATION RELATING TO CHILDHOOD DISABILITY PATTERNS (0 – 14 YEAR OLDS).

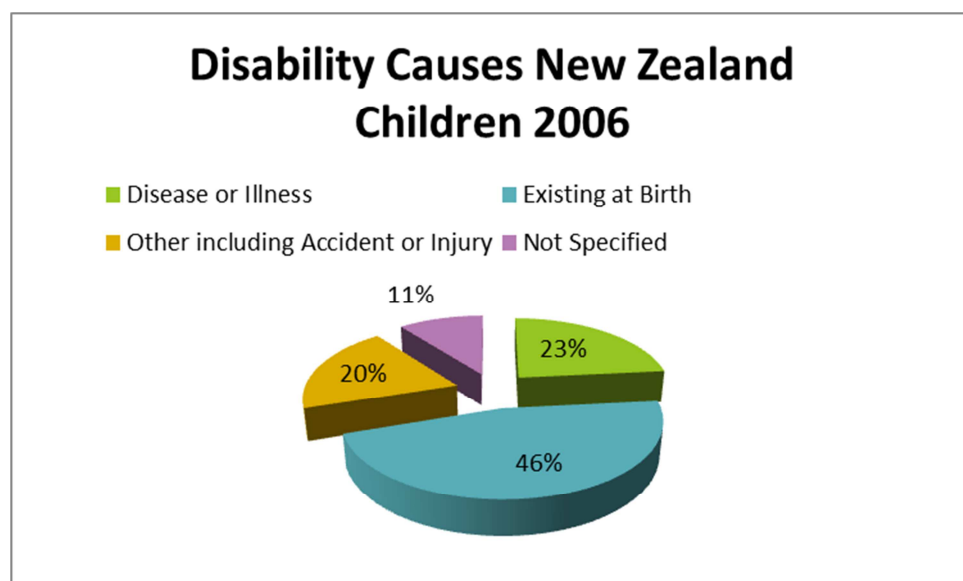
TYPE OF DISABILITY

Around ten percent of all New Zealand children have an identified disability according to the Disability Survey 2006. The most common type (5%) of disability for children is having special education needs (Bascand, 2007). Disability statistics for the child population (0-14 years) for the periods 1996, 2001, and 2006, show 11%, 11% and 10%. This has been interpreted as generally suggesting some consistency for child disability occurrence across time. This is taken to support future predictability at the same rate.

Of approximately 90,000 children with disability from the total children in this age group of 865,100 for this period; 59% were boys and 41,000 of these children or 46% had disabilities identified as special education needs (Bascand, 2007).

Among these children are those who receive special education support due to long-term conditions or health problems; children who had Individual Education Programmes (IEPs) or Individual Programmes (IPs) due to learning difficulties such as dyslexia, attention deficit disorder or attention hyperactivity disorder. Of children with disabilities 4% (35,000) had chronic conditions or health problems such as severe asthma, cerebral palsy, diabetes or other chronic conditions. Of the children with disabilities 2% (19,300) had a psychiatric or psychological disability (Bascand, 2007).

CAUSE OF DISABILITY



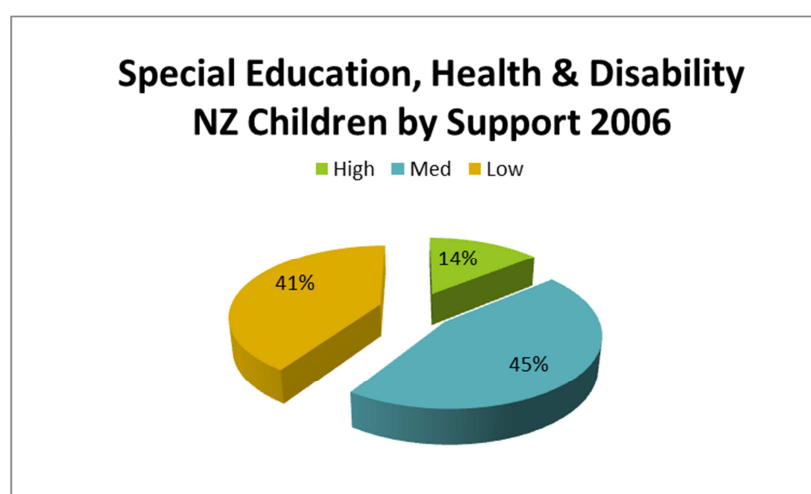
The causes of health and disability issues for children aged between zero and fourteen in 2006 were; disease or illness (23,500 children); existing at birth (46,600 children); other causes and accident or injury (19,600 children). For 10,600 children the cause of disability was not specified. These figures include multiple entries for some children (Bascand, 2007).

ETHNICITY

The 2006 Disability Survey results identify ethnicity among children with disability as follows: European 42,500, Māori 28,200, Pasifika people 6,100, Asian 4,300 and other 8,900 (Bascand, 2007). Of the estimated 28,200 Māori children with a disability in 2006; 10,800 of these had special education needs; 10,400 with chronic conditions and health problems and 6,800 with psychiatric or psychological disabilities. These figures show special education needs should be cognisant of Māori learners (Bascand, 2007).

Of the Pasifika people with disabilities living in New Zealand in 2006 (24,800) 6,100 were children, 3% (2,400) and 39% of these disabilities were due to chronic conditions and health problems (Bascand, 2007).

SUPPORT NEEDS



Support levels for children aged between birth and fourteen years fall into three categories. Those with high support needs number 12,800; medium support needs 40,600 and low support needs 36,600.

SPECIAL EDUCATION IN THE SCHOOLING SYSTEM

Nearly 50% of disabled students have special education needs.



The primary school sector has 7 specialist service providers for special needs students and feed students into the secondary and tertiary sectors. These students are described as having one or more of the following: learning, hearing or vision impairment; severe behavioural needs; educational, social and emotional needs together with a slow rate of learning (Ministry of Education, 2013a). Special education in New Zealand is generally funded and provided through government funded school programmes, a range of special services and schemes and informed by the Disability Strategy.

There are four main support systems that provide support systems for children with severe and/or multiple needs (Ministry of Education, 2013a). These are the On-going Resourcing Scheme (ORS), the Communication Service, the Severe Behaviour Service and the School High Health Needs Fund. For children with moderate special education needs the funding to provide support goes directly to the school, where the classroom teacher is the main resource. In some cases children are supported at school by the Special Education Needs Coordinator who can work with teachers and parents in developing suitable programmes and funding for some children. There are 56 website listings to assist New Zealand children, parents and teachers with special needs (NZS.com, 2013). The New Zealand education system provides psychologists, behaviour consultants, physiotherapists, additional teaching time and support. Resource teachers, learning and behaviour (RTLBs) assist with learning and behavioural difficulties (MOE, 2005). There are support systems for vision, hearing and physical disabilities in preschool and school age children. Access to these services is determined by a range of factors, including meeting assessment criteria.

APPENDIX 5 TERTIARY EDUCATION COMMISSION: FUNDING & FOUNDATION LEARNING

The Tertiary Education Strategy provides the overall framework within which funding decisions are made, ensuring that funding supports TEOs to deliver on the government's outcome priorities. Each fund has specific eligibility criteria that define which TEOs may apply for that funding. Criteria are specified in a funding determination by the Minister of Education according to section 159L of the Education Act 1989.

The TEC have released guidance for TEOs seeking funding for foundation education at levels one and two. The TEC document Levels One and Two Supplementary Plan Guidance for 2013 plans sets out the Government's policy objectives, explains how the TEC will allocate funds, along with eligibility and reporting requirements for foundation education funded provision.

The new approach is to make sure that TEC investment reflects the Governments new policy objectives for SAC funded provision at levels one and two. These are:

- a. to provide people who do not already have essential foundation skills with a low-cost way to gain those skills;
- b. to provide progression to higher-level study and skilled employment;
- c. to avoid the costs to individuals of student loan borrowing for acquiring essential foundation skills;
- d. to build the language, literacy and numeracy skills of eligible students;
- e. to enable beginning students to learn English or Te Reo Māori; and
- f. to reward those providers who are best able to meet the needs of foundation education students.

"Foundation skills" in this context means not just literacy, language and numeracy (LLN, which includes digital literacy), but also life and communication skills that prepare learners for further study or for entering/re-entering the workforce. (The exception is for language learning, where "foundation skills" just refers to entry level skills.)

To reflect these objectives, from 2013 onward, the TEC will set new quality standards and eligibility requirements for all delivery at levels one and two. An increasing proportion of SAC investment in NZQF levels one and two will be allocated via a competitive process, starting with approximately one third of level one and two funding in 2013.

The key features of the investment approach are explained in sections two and three. Further information and documentation associated with the competitive process will be published shortly on the TEC website.

(Source: NZQA, 2012).