

# Pre-degree Intervention Strategies to Support Student Learning and Success

Graham Bidois & Jacqui Finlay  
School of Computing and Mathematical Sciences  
Auckland University of Technology  
graham.bidois@aut.ac.nz

## ABSTRACT

The Certificate in Science and Technology (CertScT) was approved by the New Zealand Committee on University Academic Programmes (CUAP) in 2008. The main objective of the certificate was to provide a pathway for “second chance learners” to progress into STEM (Science, Technology, Engineering and Mathematics) undergraduate degrees. A secondary but no less important goal was to increase the participation of Māori, Pasifika and female students who are currently underrepresented in these subjects [3, pp.10-14].

The New Zealand Government signalled through the Tertiary Education Strategy 2010-2015 that it would link funding to educational performance through the use of Educational Performance Indicators (EPIs) [1, pp.1-25]. The Educational Performance Indicators [2, pp. 1-3] reveal that for the University sector the overall course completion rate at Level 3-4 was 75%. Auckland University of Technology’s overall course completion rate at Level 3-4 was 73%, but programme data indicated that the CertScT course completion rate for 2011 was only 60%. This was of significant concern given that STEM education was an area that the Government had targeted for increased funding. In addition, the TEC expectation was that the target course completion rate should be in the region of 85% not the current programme rate of 60%.

This paper examines the pre-degree intervention and support strategies incorporated in the CertScT at the end of 2012 to support student learning and success in a University setting.

## REFERENCES

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2. Tertiary Education Commission (2011). *The Performance of Tertiary Education Organisations*. Retrieved from <http://www.tec.govt.nz/Reports/2012/Auckland-University-of-Technology.pdf>
3. Tertiary Education Commission (2013). *2013 Plan Guidance for all Tertiary Organisations*. Retrieved from <http://www.tec.govt.nz/Documents/Forms%20Templates%20and%20Guides/2013-Plan-Guidance-for-all-TEOs.pdf>