WORKPLACE LITERACY – EMPLOYEE TARGETED FUNDING REPORTING INFORMATION

This exemplar provides information on the type of information TEOs should collect to report on the delivery of Workplace Literacy – Employee Targeted provision. New data systems including the Literacy and Numeracy for Adults for Assessment Tool (the Assessment Tool) are rolling out in 2010. These should streamline the way that information is being collected. Some additional information to explain the data fields has also been provided.

LEARNER INFORMATION DATA

The Assessment Tool will be able to collect some of the learner data fields outlined below. Further information on the Assessment Tool can be found at: http://www.tec.govt.nz/templates/standard.aspx?id=3662

REQUIRED DATA FIELDS	National Student Number	First name	Last name	Ethnicity	Gender	Reading learning gain: step of Learning Progressions at beginning of tuition period	Reading learning gain: step of Learning Progressions at end of tuition period	Numeracy learning gain: step of Learning Progressions at beginning of tuition period	Numeracy learning gain: step of Learning Progressions at end of tuition period	Writing learning gain: stage of Learning Progressions at beginning of tuition period	Writing learning gain: stage of Learning Progressions at end of tuition period	Showing progress (*complete if learner has not shown progression between steps in the LPs*)	English language status	Number of learning modules completed	Total direct delivery hours received in 2010	Region of delivery
TYPE OF INFORMATION REQUIRED	*National Student Number (NSN)*	*Learners given name*	*Learners family name*	*111 NZ European / Pakeha* *121 British/Irish* *122 Dutch* *123 Greek* *124 Polish* *125 South Slav* *126 Italian* *127 German* *128 Australian* *129 Other European* *211 New Zealand Maori* *311 Samoan* *321 Cook Island Maori* *331 Tongan* *341 Niuean* *351 Tokelauan* *361 Fijian* *371 Other Pacific Island Groups* *411 Filipino* *412 Cambodian* *413 Vietnamese* *414 Other Southeast Asian* *421 Chinese* *431 Indian* *441 Sri Lankan* *442 Japanese* *443 Korean* *444 Other Asian* *511 Middle Eastern* *521 Latin American* *531 African* *611 Other* *999 Not Stated*	*Female* *Male*	*Starting points* *Step 1* *Step 2* *Step 3* *Step 4* *Step 5*	*Starting points* *Step 1* *Step 2* *Step 3* *Step 4* *Step 5* *Step 6*	*Starting points* *Step 1* *Step 2* *Step 3* *Step 4* *Step 5*	*Starting points* *Step 1* *Step 2* *Step 3* *Step 4* *Step 5* *Step 6*	*Starting points* *Step 1* *Step 2* *Step 3* *Step 4* *Step 5*	*Starting points* *Step 1* *Step 2* *Step 3* *Step 4* *Step 5* *Step 6*	*Yes* *No*	*Native English speaker* *Non-native English speaker*	*One* *Two*	*Number of hours of tuition received*	*Territorial Local Authority* *A list of the TLAs is provided below.*
EXPLAINATION (NOT INCLUDED IN TEMPLATE)	***These data fields can be collected in the Assessment Tool with the exception of the Starting Points of the Learning Progressions***												***These data fields cannot be collected in the Assessment Tool***			
	This number can be either located or assigned through the Ministry of Education's National Student Index (NSI). Information on **Accessing the NSI** can be found on the MoE website www.minedu.govt.nz			A single ethnicity field is required. Note: some data collection systems allows for up to three fields to be collected.		The Learning Gain information must include all learning areas (reading, numeracy and writing) that have been assessed. The Assessment Tool can provide information on progress within the steps of the Learning Progressions. If the Assessment Tool is not being used, this data field can be completed with a yes or no answer.						If the learner information is being reported from the Assessment Tool, this information can be collated by the two information fields (native English speaker or non-native English speaker).	If the learner information is being reported from the Assessment Tool, this information can be collated by the two information fields (one or two).	If the learner information is being reported from the Assessment Tool, this information can be collated into the total number of hours that all learners have received in 2010.	If the learner information is being reported from the Assessment Tool, this information can be collated by TLAs. A list of the TLAs is provided below.

Auckland City	Gisborne District	Kaipara District	Manukau City	North Shore City	Porirua City	South Taranaki District	Taupo District	Waipa District	Wellington City
Carterton District	Hamilton City	Kapiti Coast District	Masterton District	Opotiki District	Rangitikei District	South Waikato District	Tauranga City	Wairoa District	Western Bay of Plenty District
Central Hawke's Bay District	Hastings District	Kawerau District	Matamata-Piako District	Otorohanga District	Rodney District	South Wairarapa District	Thames-Coromandel District	Waitakere City	Whakatane District
Far North District	Hauraki District	Lower Hutt City	Napier City	Palmerston North City	Rotorua District	Stratford District	Upper Hutt City	Waitomo District	Whangarei District
Franklin District	Horowhenua District	Manawatu District	New Plymouth District	Papakura District	Ruapehu District	Tararua District	Waikato District	Wanganui District	
Ashburton District	Chatham Islands Territory	Dunedin City	Hurunui District	Mackenzie District	Queenstown-Lakes District	Tasman District	Waimate District		
Buller District	Christchurch City	Gore District	Invercargill City	Marlborough District	Selwyn District	Timaru District	Waitaki District		
Central Otago District	Clutha District	Grey District	Kaikoura District	Nelson City	Southland District	Waimakariri District	Westland District		