



**Tertiary Education Commission**  
**Te Amorangi Mātauranga Matua**

# Youth Training Handbook

Read this document in conjunction with the information published in the [Youth Training](#) section of the [TEC website](#).

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Te Amorangi Mātauranga Matua

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## Introduction

This handbook is designed to support education providers in the administration of the Youth Training (YT) fund. It outlines the administrative requirements for the fund.

Providers must read this document in conjunction with information published in the [YT pages](#) of the [Tertiary Education Commission \(TEC\) website](#) and the “terms and conditions of funding”, as described in their latest “Confirmation of Investment Plan (Plan) funding approval” letter.

Providers are also encouraged to contact the TEC’s [Service Centre](#) for further information as required. Contact information for the Service Centre is available on the [TEC website](#) under the [Contact us](#) page.

## Purpose of the Fund

### Programme outcomes

The Government is seeking two broad outcome types from the YT fund. These are:

- labour market outcomes: employment or progression into further education and training; and
- educational achievement: the acquisition of qualifications or credits towards a qualification.

YT programmes support young learners with no or low qualifications to acquire a valuable set of foundation skills that enables them to move effectively into sustainable employment or higher-levels of tertiary education. YT targets eligible learners who have left school, and has a strong emphasis on innovation to enhance successful learning.

## Roles

### TEC role

The role of the TEC is to:

- implement the Government's priorities for tertiary education as expressed in the [Tertiary Education Strategy 2010 - 2015](#) (TES);
- purchase training to meet regional and target group training needs;
- monitor provision to ensure providers meet contractual requirements; and
- monitor performance, and use this information to inform funding decisions.

### Provider role

The role of the provider is to:

- design training that delivers agreed educational and labour market outcomes;

- use quality systems required to achieve and maintain New Zealand Qualifications Authority (NZQA) [registration and accreditation](#);
- provide post-placement and specialist support services to learners;
- report to the TEC in accordance with funding condition [YTR030](#), as published on the TEC website; and
- meet the requirements set out in this handbook and the [TEC website](#).

## Programme requirements

YT programmes must have a labour market focus. This is reflected in training that:

- leads towards national qualifications;
- meets local industry and employer requirements;
- is mainly at levels 1 - 3 on the New Zealand Qualifications Framework (NZQF);
- is delivered full-time, with 30 hours a week or more tutor contact time for full-time learners, and 15 hours a week or more tutor contact time for part-time learners (note that “tutor contact time” does not include self-study); and
- includes “workplace learning”.

Workplace learning offers learners the chance to practice and develop skills in a workplace. All learners must have workplace learning integrated into their programme of study.

Providers may negotiate specific variations to the workplace learning component of their programmes with the TEC, but must ensure that they:

- arrange workplace learning opportunities that are consistent with each learning plan;
- ensure each learner and their workplace learning provider enter into a written agreement recording the objectives and duration of the placement before the placement commences;
- provide evidence of links with local employers if required;
- deliver training that meets local labour market need; and
- allow a maximum of four weeks workplace learning for any learner over the duration of a YT programme.

YT programmes are fully funded. There are no costs to learners. Providers must supply all tools, equipment, safety clothing, uniforms and tuition materials required for the training and pay for assessment and other NZQA reporting costs.

## Contractual arrangements

### Investment Plan

All providers in receipt of YT funding are required to have a [Plan](#) approved for funding in place by 31 December of the year prior to the planned YT delivery. Plans are submitted through a submission tool accessed through an online [Workspace](#). To access [Workspace](#), providers require an [ESAA](#) (Education Sector Authentication and Authorisation) login. Further information about getting an ESAA login and submitting a Plan is available on the TEC website [here](#).

There is also detailed information about [what a Plan is](#) and the [sections of a Plan](#) available on the [TEC website](#).

In order to get a full overview of Plans, and what needs to be considered as part of their development, providers are strongly advised to review the [Developing and monitoring a Plan](#) section on the [TEC website](#) in the first instance. Additional questions can also be directed to the TEC's [Service Centre](#).

**Note:** Funding approval for Plans is given through a “Confirmation of Investment Plan funding approval” letter.

### Conditions of funding

Providers offering YT-funded programmes must meet NZQA requirements and coordinate with Work and Income and the TEC as appropriate. YT funding approval is subject to the following funding conditions: [YTR028](#), [YTR029](#), [YTR030](#), and [MOR003](#)<sup>1</sup>. Rule [ENR135](#) also applies.

### Minimum performance requirements

The minimum performance requirements for YT in 2011 are:

- that a minimum of 60% of learners progress into further training, education or employment at two months after leaving the programme;
- the average level of achievement per learner is at least 20 credits on the NZQF; and
- an average occupancy level of at least 75% over the duration of the programme is achieved.

**Note:** The TEC will also consider previous performance as part of its future purchasing decisions.

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<sup>1</sup> Funding condition [MOR003](#) applies to providers that are identified as non-Tertiary Education Institutions: ie. private training establishments (PTEs), rural education activities programmes (REAPs) and schools.

## NZQA requirements

Providers must be [NZQA-registered](#) and have an EDUMIS number in order to be in receipt of YT funding. If requested, providers must provide the TEC with a copy of their most recent accreditation and course approval letter. Doing so will demonstrate that their accreditation covers the programme being delivered.

To ensure that NZQA records learners' credits, providers must:

- check whether learners have an existing record with NZQA;
- register learners with NZQA as enrolment occurs, and pay the learner registration fee for each learner; and
- report NZQF results to NZQA within four weeks of a learner leaving the programme.

**Note:** If learners gain unit standards which are the final units required for a National Certificate, the provider must notify NZQA and forward any required fee per certificate to gain a copy for the learner.

## National Student Number

All learners must be registered on the [National Student Index](#) and in receipt of a verified National Student Number (NSN) before being enrolled in a YT programme.

Providers must ensure that each learner either has a verified NSN or apply to the [Ministry of Education](#) (MOE) to obtain one on their behalf. Failure to do so will mean the learner cannot be enrolled through the [Electronic Receipting System](#) (ERS) system.

**Note:** There is further information about the NSI available on the TEC website [here](#).

## Change of ownership and control

Providers that change ownership or control during the contract period must contact the TEC at the earliest stages of planning in order to ensure eligibility for funding. Changes of ownership or control may require changes to the existing Plan (or in some instances a new Plan).

Providers must:

- notify the TEC and the NZQA at least 28 days before the planned change date. It is advisable to contact government agencies as early as possible, to facilitate a smooth transition during a change of ownership; and
- meet the requirements outlined on the [Change of ownership](#) page on the [TEC website](#).

## Eligibility

Please read this section in conjunction with the [Enrolments and reporting requirements](#) section of this handbook.

Providers must confirm that all learners are eligible to enrol in a YT programme before an enrolment is processed. This means the provider must first be in receipt of the relevant documentation (eg. Work and Income or Workbridge referral letter or exemption certificate if less than 16 years of age) for the particular learner.

### Learner eligibility

Learner eligibility information for YT-funded provision is available on the [Learner eligibility](#) page of the [YT section](#) of the [TEC website](#). The learner eligibility requirements are defined in funding rules [ENR135](#) and [ENR137](#), as published on the [TEC website](#).

**Note:** The TEC requires up-to-date supporting information as evidence of learner eligibility - that which is no more than eight weeks old at each learner start date.

Before any learners are formally enrolled in a YT programme, their eligibility documentation must be in the provider's possession. Without the documentation it is not possible to determine eligibility, and the provider will therefore not be eligible for payment for those learners.

Learner enrolment start dates must be on or after the date when the eligibility documentation was received by the provider. The TEC will not back-pay a provider for enrolment periods which are not supported by the appropriate documentation.

**Note:** Provider audits will ascertain whether the required supporting documentation has been properly obtained.

### Period of eligibility

Learners may retain their eligibility to participate in YT programmes for up to six months between programmes. It is acknowledged that some learners move through a number of learning experiences while raising their skill level.

Once in a YT programme, learners retain eligibility until they have accumulated 240 credits on the NZQF.

**Note:** The 240 credit total includes any credits learners have achieved outside YT programmes.

### Eligibility criteria

Providers must read this section in conjunction with the [Enrolment and reporting requirements](#) section of this Handbook and the YT [Learner eligibility](#) section on the TEC website.

Providers must confirm that each learner is eligible to enrol before the enrolment is submitted.

Learners must be one of the following:

- NZ citizens or permanent residents currently residing in NZ;
- Australian citizens and Australian permanent residents currently residing in NZ; and
- refugees with refugee status who are directed to study as part of residency requirements.

The eligibility criteria for YT are in the table below:

Eligibility criteria	Eligibility code
Under 18 years of age with low qualifications and has left school (or been exempted from school). See the <a href="#">Low qualifications</a> section of this Handbook.	LQ16 / 17
Aged 18 years or over and has left school within the last 26 weeks with low qualifications. See the <a href="#">Low qualifications</a> section of this Handbook.	SL18+
Under 18 years of age; enrolled with Workbridge and referred after an in-depth interview.	WBR-YT
Under 18 years of age and a refugee who has left the Mangere Refugee Centre or entered the country within the last year.	REF_YT
Under 18 years of age; referred by Work and Income as a youth client OR referred by a Youth Transitions Service OR registered unemployed for 13 weeks or more with no tertiary qualifications.  The TEC applies an upper limit of 15% regionally for learners with higher qualifications entering under this criterion. The TEC grants approval on a case-by-case basis for learners without low qualifications. A letter from the Youth Transitions Service is sufficient evidence for this code.	YN_YOUTH
Under 18 years of age and has left or been exempted from school with 81 or more credits on the NZQF; but has NCEA results that show less than a total of 12 credits in English (literacy) and / or mathematics (numeracy).	YT_FDS

Learners re-entering the Youth Training programme within six months retain eligibility if they have fewer than 240 credits. See the period of eligibility section of this Handbook.	ASSESYT
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### Eligibility evidence

The information providers must obtain to verify learners' eligibility to participate in YT programmes, and the codes to which that information is aligned are in the table below:

Eligibility code	Provider verifies and records	Enrolment and supporting document requirements
LQ16/17	<p>NSN.</p> <p>Evidence of NZ citizenship or permanent residence status.</p> <p>Proof of age.</p> <p>Evidence of leaving school.</p> <p>Evidence of low qualifications.</p> <p>MOE exemption letter for learners under 16 years of age.</p>	<p>Enrolment form.</p> <p>A copy of MOE exemption letter for learners under 16 years of age.</p> <p>If the learner has been enrolled on YT courses before and is still under 16 a new exemption or approval letter from NETS is required.</p> <p>Bank-verified account number if the learner is claiming travel.</p>
YN_YOUTH	<p>NSN.</p> <p>Proof of age.</p> <p>Evidence that qualifications are under NZQF level five.</p> <p>Work and Income referral letter.</p> <p>Youth Transitions Service referral letter if the learner is not referred by Work and Income.</p> <p>Evidence that NZQF credit achievement does not exceed 240 credits.</p>	<p>Enrolment form.</p> <p>Copy of Work and Income referral letter.</p> <p>Copy of Youth Transitions Service referral letter if referral not made by Work and Income</p> <p>Bank-verified account number if the learner is claiming travel.</p> <p>TEC-authorized "discretionary enrolment" approval form if the learner does not have low qualifications.</p>
YT_FDS	<p>NSN.</p> <p>Evidence of NZ citizenship or</p>	<p>Enrolment form.</p> <p>A copy of MOE exemption letter for learners</p>

	<p>permanent residence status.</p> <p>Proof of age.</p> <p>Evidence of leaving school.</p> <p>NCEA results that show fewer than a total of 12 credits in either English and / or mathematics.</p> <p>Evidence that NZQF credit achievement does not exceed 240 credits.</p>	<p>under 16 years of age.</p> <p>Bank-verified account number if the learner is claiming travel.</p> <p>NZQA ROA showing units achieved in English and / or mathematics.</p>
ASSESYT	<p>NSN.</p> <p>Evidence of NZ citizenship or permanent residence status.</p> <p>Evidence of leaving YT within the last six months.</p> <p>Evidence that NZQF credit achievement does not exceed 240 credits.</p>	<p>Enrolment form.</p> <p>Bank-verified account number, if the learner is claiming travel.</p> <p>NZQA ROA showing the units the learner has achieved to date.</p> <p>An exemption letter from MOE or approval letter from NETS for learners under 16 years of age.</p>

**Note:** Learners who require a birth certificate to prove their eligibility should contact [Births, Deaths and Marriages](#). Detailed information about that process is available on the Births, Deaths and Marriages website [here](#).

### **Access to Family Support payments**

Participation of 16 and 17 year olds in YT should generally not affect either benefit support or family assistance. Providers should direct specific enquiries to [Work and Income](#) or the [Inland Revenue](#) as required.

### **Learner selection**

Providers may decline entry to YT learners who they assess as being unsuitable for the training programme. Providers must advise Work and Income if a referral is declined and provide adequate reason(s) why they are declining. Entry may be declined for one or more of the following reasons:

- unsuitable training for the learner (eg. the training is not suitable given the literacy and numeracy level of learner, or the learner may possess a criminal record which would prevent employment in the field in which training is being undertaken); and / or
- medically unfit for the training.

### **Low qualifications**

The TEC considers a learner to have low qualifications for YT eligibility purposes if that learner has fewer than 81 credits at NZQF level 1 and / or a combined total of fewer than 81 credits across all NZQF levels. This includes all credits a learner has achieved, and includes those gained while at school or in other training programmes.

The TEC also considers a learner to have low qualifications if that learner has fewer than 12 credits in English (literacy) and / or mathematics (numeracy) at NCEA or NZQF level 1.

Authorised providers can still check credit achievement by obtaining a copy of the NZQA [Record of Achievement](#) (ROA) for each learner. This information can be obtained directly from [NZQA](#).

### **Low qualification exclusions**

Learners who have already completed a National Certificate qualification do not meet the definition of low qualifications. The TEC will consider learners, who also have some credit achievement at NZQF levels 2 and 3 on a case-by-case basis as required.

Providers should collect information on learner qualifications when it is readily available. When it is not readily available, a provider may accept a statement by the learner on the [enrolment form](#).

### **Learners in part-time employment**

Hours of employment or other learning must be outside the training programme hours.

Learners employed 20 hours or less per week may continue to be enrolled in a YT programme as long as they are able to maintain their attendance and motivation for success on the programme.

**Note:** Learners employed for more than 20 hours per week are ineligible to enrol in full time YT provision.

### **Discretionary enrolments**

Discretionary enrolment requests should be discussed with Work and Income case managers and appropriate referral letters sought. A provider can only request discretionary approval from the TEC once it has physically received the referral letter.

Upon receipt of the referral letter, a provider may then submit a completed discretionary enrolment approval request form to the TEC's [Service Centre](#) for processing. The form is available on the [Resources](#) page of the [YT section](#) of the [TEC website](#).

The discretionary enrolment approval request form should be sent to the TEC's [Service Centre](#) before close of business each Wednesday, and the request form should contain data relating to enrolments expected to occur in the following week.

The standard service level for issuing discretionary enrolment approval codes is no more than three working days following receipt of the form.

Discretionary approval code requests received by the Wednesday deadline will be returned to providers by close of business the following Monday. This will enable providers to enter the code(s) in sufficient time to ensure payments are not interrupted.

Discretionary approval codes can be entered in the ERS as soon as they are received. Providers must understand that existing ERS policies must still be followed - enrolments must be "parked" in ERS until the learner has physically arrived and commenced training.

### **Youth Innovations**

Providers who have learners enrolling on those Youth Innovations programmes which are eligible for Student Allowances must send hard copy enrolment forms to the TEC's Service Centre in order that the Service Centre can manually enrol those learners.

### **Electronic Receipting System**

The [ERS](#) enables providers of YT programmes to enter enrolment, withdrawal and programme management data electronically into the TEC's funding systems.

The [ERS](#) offers two ways to capture enrolment and programme management information:

- a web based application accessed via standard web browser software; or
- providers' with student management systems can upload enrolment and programme management data directly into the TEC's funding system.

Before a learner is enrolled in a YT programme through ERS, all necessary documentation supporting that learner's eligibility must be in the provider's possession. Provider audits will ascertain whether enrolment dates and dates on supporting documentation are appropriately aligned.

Providers must retain all original enrolment and programme management forms and supporting documentation on individual learner files.

When submitting information, providers must ensure that the information is complete and exactly as it appears on each individual [enrolment form](#) and supporting

documentation (except for the correction of obvious errors that have been noted on the enrolment form).

**Note:** There is an [ERS overview](#) available on the TEC website and a detailed [ERS user-guide](#) also available on the [YT section](#) of the [TEC website](#).

## Referrals

### Provider responsibilities

Providers should deal directly with Work and Income case managers regarding individual learners. This includes referrals and reports on participation and progress.

Providers should also supply Work and Income with programme specific information where appropriate to assist case managers to make appropriate referrals. The [Directory on the Web](#) (DOW) provides Work and Income case managers with information on programme vacancies.

The Training Directory Information form is available on the [Resources](#) page of the [YT section](#) of the [TEC website](#) and is to be used by providers to submit updated programme information to the TEC so it may be loaded into the [DOW](#).

It is important for providers to have a positive working relationship with local sources of learner referrals such as schools and the local Work and Income office. Providers should have a responsive service in place that is able to satisfy referral agency needs. This includes:

- information that accurately describes the training being offered;
- a reception service able to respond to contact from referral agencies during normal office hours;
- clear expectations about attendance and participation, which are documented and communicated to learners at the point of enrolment (including the implications of not meeting those);
- staff who maintain a customer service orientation to referral agencies, while focusing on meeting the needs of individual learners; and
- systems to gather and respond to feedback from learners.

### Work and Income referrals

The TEC expects providers to place learners referred by Work and Income in training whenever reasonably possible.

**Note:** There are occasions where a provider can refuse to accept a learner referred to it by Work and Income. Refer to the [Learner selection](#) section of this Handbook for further information about when refusal may be appropriate.

When there is a waiting list for entry to a programme, the TEC expects the provider to give priority to learners referred by Work and Income over learners that are self-referred. Providers must ensure that self-referred learners are Work and Income clients if their eligibility depends on this.

In the event of a learner being enrolled on a programme of training that differs from that stated on the Work and Income “letter of referral”, the provider must contact the referring Work and Income Service Centre and advise the appropriate case manager of the learner’s amended programme details.

### **Workbridge referrals**

[Workbridge](#) is an employment service for people with all types of disability. It also administers support funds on behalf of the MSD. More information about Workbridge is available on its [website](#). Workbridge must refer its clients to Work and Income to have those individuals eligibility for YT assessed.

### **Age on entry**

Learners should be less than 18 years of age upon initial acceptance for YT or have left school in the last six months. Most learners entering the programme are 16 or 17 years of age.

**Note:** Learners enrolled on [Youth Innovations](#) programmes may be up to 25 years of age.

Learners under the minimum school leaving age of 16 require a MOE “Certificate of Exemption” before enrolment in the programme. This is because they are legally required to attend school. An “Early Leaving Exemption” allows a learner to legally be outside of the school system at the age of 15 to attend an approved course of study.

**Note:** Learners cannot be enrolled until the exemption has been received.

When a person under the age of 16 is not currently on a school roll, the Non-Enrolled Truancy Service (NETS) must be involved. NETS locates such learners and brings them back into the education sphere. NETS may negotiate an exemption from formal schooling to enable participation in YT or other approved programmes.

When a learner in receipt of a certificate of exemption withdraws from a YT programme, the provider must contact NETS to advise of the learner’s destination. The provider should complete a “Non-enrolment Notification Form” (available from the MOE) and forward it to its local MOE office. Evidence of such advice having been given should be noted on the learner’s withdrawal form and retained on their file.

If a learner goes on to a different YT programme and is still under 16 then either a new early leaving exemption or a letter of approval from NETS is required before enrolment can be completed. The following process should be followed in such instances:

- The new provider must write a letter to the learner advising that there is a vacancy in its programme in which the learner may enrol.
- The parent or legal guardian of the learner is responsible for applying to the MOE to request a transfer (enclosing the letter from step one with the application). The provider may support and / or manage this process but the application must be signed by the parent or legal guardian.
- MOE will send a confirmation letter to the new provider and the parent or legal guardian if the transfer request is accepted.
- The information in the new exemption letter is used by the new provider to enrol the learner.

**Note:** For additional information about early leaving exemptions and NETS, providers are encouraged to contact the [MOE](#) directly.

## **Enrolment and reporting requirements**

Providers must ensure that all information provided to the TEC about a learner and their enrolment details is accurate and complete to the best of their knowledge. Information regarding learner enrolment requirements can be found in the [ERS](#) section of the TEC website. The applicable forms can be found on the [Resources](#) page of the [YT section](#) on the [TEC website](#).

### **Enrolment**

When enrolling or amending learner enrolments, providers must ensure and verify that each learner has signed the relevant learner declaration on the paper form. Each provider must also sign the “Provider declaration” section of the learner enrolment form. This confirms that the provider is satisfied that:

- the learner has proved their identity;
- the learner has met eligibility requirements;
- the details on the enrolment form have been checked and are correct; and
- the steps in the enrolment process required by the TEC have been followed.

The provider must verify that the learner declaration has been signed and sighted, that the learner has authorised the provider to collect the information contained within the enrolment form and that the information is submitted without alteration to intent and without erasure.

The TEC expects providers submitting an enrolment to ensure the accuracy of the information about eligibility type and referral source. Providers should give the most accurate responses possible to ensure the TEC can accurately report the source of various eligibility referrals.

When submitting enrolment and programme management data via the ERS, providers must retain all original enrolment and programme management forms and supporting documentation on individual learner files.

The NZQA:

- sends a ROA to all learners each year showing total credits achieved. Learners can obtain replacement copies from NZQA. Learners can also view their ROA online using a PIN obtained by emailing NZQA directly.
- advises providers on the total credits a learner has. Authorised providers can use the NZQA website to access this information.

Any learner that a provider accepts for training must not be formally enrolled until the first day of their attendance in the programme. If a learner has pre-enrolled and does not attend the training, they should be withdrawn from the start date.

**Note:** Proposed student management system (SMS) enrolment forms must be approved for use by the TEC before being used. If the enrolment form is subject to further change(s), it must be resubmitted and approved by the TEC before it can continue to be used.

## **Withdrawals**

Providers must inform learners at enrolment of their expectations about attendance and implications if these are not met. This may include a requirement to produce a doctor's certificate after a certain number of days' absence due to sickness.

Providers must withdraw learners immediately if they leave the programme before its contracted end date. This includes learners who are absent for more than 10 consecutive days. Such learners must be withdrawn using a withdrawal date that is no later than the tenth day.

Providers must also withdraw learners who have been absent without notification for five consecutive days. A provider may withdraw the learner earlier if they wish. Such learners must be withdrawn using a withdrawal date that is no later than the fifth day.

A request for repayment may be made if a provider does not withdraw learners in accordance with these guidelines. When there is a pattern of infrequent or sporadic attendance, provider notes regarding non-attendance will inform the TEC's decision about the amount of any funding that might be recovered.

A learner who is withdrawn due to an absence of more than 10 consecutive days may be re-enrolled if they can resume training within a short time and are likely to gain a positive destination outcome.

## Placement in error

If it is established that an active learner has been enrolled into an incorrect programme, the provider must withdraw the learner from their start date on the programme and complete and submit the [Placement in error](#) form to the TEC's [Service Centre](#).

Failure to do so may result in a negative labour market outcome result for the learner. Learners withdrawn in the first week of the placement will not be counted as a negative result.

**Note:** Placements in error will be monitored.

## Reporting requirements

Providers delivering YT programmes must ensure that the following forms are retained on file in accordance with the timing and other requirements set out in this Handbook.

Form	Purpose	Notes	When required
<a href="#">Learner enrolment</a>	Collection of statistical data and placement details to enable accurate and timely payments.	<p>The learner and the provider must complete this form for each programme in which the learner enrolls. The provider must retain the original form and copies of all supporting documentation.</p> <p>Learners sign the form to verify the information for audit and the Privacy Act 1993 purposes. Providers also sign the form.</p>	As soon as the learner is enrolled and attending.
<b>NZQA Record of Achievement Number Documentation</b>	Collect NSN identification numbers and to determine total credits achieved.	Enter information on each learner record so credit achievement can be recorded. Providers require a NSN to report credit achievement.	As enrolment occurs and when results are reported to the NZQA.
<a href="#">Amend learner details</a>	Update learner contact details.	<p>Providers must retain all appropriate evidence of the changed details.</p> <p>Providers submitting programme management data to the TEC must retain a copy of the appropriate verified evidence with their records.</p> <p>Learners sign the form to verify the information for audit and Privacy Act 1993 purposes.</p>	As required.

		Providers also sign the form.	
<a href="#"><u>Learner withdrawal</u></a>	To withdraw learners who leave before the end of the programme.	As the TEC automatically withdraws learners in training at the end of a programme, bulk withdrawal forms are not required. In the case of an early withdrawal the provider must specify both the last day of attendance and the date of withdrawal.  The provider must receipt the documentation to verify the reason for absence.  NETS must be advised of the withdrawal of any learner in receipt of a MOE Certificate of Exemption.	As required in accordance with the TEC attendance policy.
<b>NZQF results</b>	To collect the unit standard results of learners leaving the programme.	Providers must report NZQF results to NZQA.	Within four weeks of a learner leaving the programme.
<b>Labour market outcomes</b>	To gather information on labour market outcomes (LMO) for learners two months after they leave the programme.	Providers must complete the LMO form for all learners two months after withdrawal from their programme.  Providers hold documentation on outcomes and employer contact details for audit purposes.	Two months after each learner leaves the programme.
<b>Attendance records</b>	To record learner attendance.	The TEC may seek this information for audit purposes.  Providers must keep verifiable evidence for audit purposes.	When requested for audit purposes.
<b>Training provider details</b>	To update provider records.	Providers should submit this in written form to the TEC.	As required.
<b>Programme changes</b>	To update programme records.	Providers should submit this in written form to the TEC.	As required.

## Two-month labour market outcome codes

Providers must use the following codes when they submit YT labour market outcomes (LMOs) through the ERS.

LMO	LMO class name	LMO type	Counted As	LMO type name
EMP	Employment (full-time)	APP	Positive	Modern Apprenticeship or Industry Traineeship
		CDT	Positive	Cadetship
		EM3	Positive	Employed 20–29 hours per week
		EM4	Positive	Employed 30–39 hours per week
		EM5	Positive	Employed 40 or more hours per week
		SBE	Positive	Subsidised employment
PTE	Part-time employment	EM1	Positive	Employed 0–9 hours per week
		EM2	Positive	Employed 10–19 hours per week
FPT	Training outside targeted programmes	OFT	Positive	Other full-time training 20 or more hours per week
		OPT	Positive	Other part-time training 1-19 hours per week
		PFT	Positive	Full-time polytechnic
		UNI	Positive	Full-time university
		TFW	Positive	MSD's Training for Work programme
	Training within Targeted programmes (i.e. FFTO and YT)	TOP	Not Counted	Foundation-Focused Training Opportunities
		YT	Not Counted if with same provider, but Positive if with another provider	Youth Training
NOK	Not known	NOK	Negative	Not known
OTH	Other	OLF	Negative	Out of the labour force
		UNM	Negative	Unemployed
		CTF	Negative	Community task force
		DEC	Not Counted	Deceased
		POP	Not Counted	Pregnant or Prison

## Submitting labour market outcomes

Providers are required to verify the learner outcome for employment or further study. Verifiable evidence of the outcome must be retained on each individual learner's file.

Providers must give contact details for all employment and further training outcomes submitted to enable the TEC to verify the outcomes.

Providers must submit a LMO result for all learners two months (or 60 days) after withdrawal from the programme.

In the event that employment and further training outcomes remain outstanding 90 days after a learner withdraws from a programme of study, the TEC will automatically report a default outcome of Not Known (NOK).

Providers may submit a written request to the TEC's [Service Centre](#) to amend default outcomes when an employment or further training outcome has been achieved but not reported by the two month LMO reporting date.

If submitting a multiple employment outcome for a learner through ERS, a provider should total up the number of hours worked across the various jobs that the learner has gained and enter that total. Multiple employer contact details must also be noted in such cases.

**Note:** The TEC accepts employment and further training LMOs outside New Zealand if the TEC can verify them.

**Note:** Following verification of an outcome there may be a difference between the TEC's records and the records held by a provider. If there is a difference, the TEC record will show what the TEC was able to verify.

### **Destinational outcome targets**

A positive destinal outcome is defined as any learner who leaves a training programme for further training and / or full-time employment (or part-time employment where appropriate). It is acknowledged that part-time employment is a common entry point to some industries.

### **Calculating labour market outcomes**

The two month LMO code table indicates how the TEC treats the majority of reported results when calculating LMO percentages (ie. whether it considers the results to be positive, negative or not counted).

There are some limited circumstances when results may be calculated differently to that which is noted in the table. Those circumstances are as follows:

#### ***Results for learners who leave in the first week***

Up until the end of 2010, learners who had never enrolled with provider X before and who left training in the first week with a positive outcome had their results counted as positive, while negative outcomes for such learners were excluded from destinal outcome calculations. However, if the learner had been enrolled on one of provider X's previous programmes, both negative and positive results were counted.

This policy has been simplified. From 2011, results for ALL learners who are withdrawn within seven calendar days of enrolment (whether the reported result is positive or negative) are now "not counted", regardless of a learner's enrolment history with a provider.

If learners are not withdrawn on or before the seventh calendar day, their destinal result (whether positive or negative) will be counted by TEC when measuring programme labour market results.

### ***Results for learners of provider X who re-enrol with provider X again within 60 days of withdrawal from the first programme***

The TEC does not count the first reported result for any student who left one YT programme (A) and then enrolled on another YT programme run by the same provider (B) within 60 days of leaving A. This prevents artificial inflation of results; only allowing the counting of the positive destinational result once, for programme B.

### **Destinational outcome exclusions**

The TEC's calculations do not include learners continuing their training in the same programme with the same provider until they leave.

#### ***Example:***

The TEC's calculations do not include a learner who moves from YT National Certificate in Employment Skills to YT National Certificate in Computing L2 with the same provider. The destinational outcome is counted when this learner leaves the provider's YT provision.

Providers should continue to submit all the normal administration information for learners who leave in the first week (ie. within seven calendar days), including reporting two month LMOs. The TEC monitors these records to determine if a provider has an unduly high proportion of learners who enrol and withdraw within a week.

### **Monitoring programmes**

The TEC monitors and evaluates the performance of individual programmes. This performance will be considered as part of the annual investment planning process. The minimum performance requirements for YT in 2011 are described in the [Minimum performance requirements](#) section of this handbook.

**Note:** Past performance as verified by the TEC will inform future funding decisions.

## **Payments**

### **Basis of payment**

The TEC purchases training from a provider at an agreed price (excluding GST). The price is expressed as a maximum amount to be paid for one week of training for one learner, multiplied by the number of weeks purchased and by the number of learners.

### **Payments calculation**

Payments are based on the number of learners enrolled on the Tuesday of each week, multiplied by the agreed weekly training fee.

The TEC contracts with some YT providers for flexible placements. The TEC may also provide some continuity of income for YT providers when learners leave training early for positive destinations. See the [Flexible placements](#) section of this Handbook for further information.

### Payments by direct credit

The TEC makes payments by direct credit at 28 day intervals. The TEC requires verification of each provider's bank account number and GST number prior to any payments commencing. The Provider details form is available on the [Resources](#) page of the [YT section](#) of the [TEC website](#).

### Payment cycles

The TEC requires providers to nominate which payment cycle(s) they wish the TEC to pay on. The payment processing dates for 2011 are shown in the table below:

2011 cycle A	2011 cycle B
14 January	28 January
11 February	25 February
11 March	25 March
8 April	22 April
6 May	20 May
3 June	17 June
1 July	15 July
29 July	12 August
26 August	9 September
23 September	7 October
21 October	4 November
18 November	2 December
16 December	The final cycle B payment will be made in January 2012

**Note:** Payments are generated by banks over the weekend after the dates in the table above, and monies are normally received by providers and learners on the Monday following these dates. When a public holiday occurs on that Monday, payments to providers and learners are usually delayed by one day.

The TEC pays in arrears based on the number of learners enrolled on the four preceding Tuesdays. Once the TEC makes a payment, a payment advice is emailed to the provider.

### Deadlines

The TEC will continue to advise providers of the deadlines for submission of enrolment or programme management information. If these deadlines are missed, payments may be affected.

The TEC may seek repayment or adjust future payments if it pays a provider more than it is entitled to due to the late submission of forms.

Timely submission of enrolment or programme management information enables the TEC to ensure that data is accurate and payments are made on time.

### **Flexible placements**

Flexible placements involve a contract for a volume of training over a period.

Flexible placements enable the number of learners in training to fluctuate above and below the average number of approved places. The number of learners in training at any one time cannot exceed an agreed maximum number.

The TEC bases payments on the number of learners enrolled on each Tuesday within a payment period. For example:

Volume of training purchased	960 learner weeks
Average number of training places	24
Duration of training	40 weeks
Maximum number of learners	30

Over a payment period the number of learners enrolled is:

Week 1	20
Week 2	22
Week 3	30
Week 4	24

The TEC would base the payment for this period on the number of learners enrolled each week and the weekly training fee.

**Note:** Total payments do not exceed the agreed total training cost. This is calculated on the weekly training fee and the average number of learners over the full duration of the agreement. The training must continue for the full duration of the agreement.

### **Continued funding**

When learners leave early for positive destinations, continued funding provides some continuity of income for providers. It allows providers time to fill vacant places or compensate for lost income if the programme is ending and the provider is unlikely to replace the learner.

### **Eligibility for continued funding**

Sometimes learners leave before the end date of the agreed training provision to move into either further progressive training with another provider or into employment (including part-time employment when appropriate).

The TEC will pay the provider for the vacated place for a maximum of four weeks if the programme is 20 weeks duration or less and the learner leaves in the last third of the

programme, OR the programme is more than 20 weeks duration and the learner has been in training for at least 16 weeks continuously.

Payments are made for four weeks unless the programme ends earlier, or the provider replaces the learner.

**Example:**

YT programme X is 15 weeks long and has provision for six places. If programme X has five weeks (ie one third) left to run, then the following payment scenarios apply:

<p>Jim leaves to go on another training programme with another provider.</p>	<p>Because Jim left within the last third of a programme to go on to further training the provider receives continued funding for this place for up to four weeks.</p> <p><b>The provider is paid for six places.</b></p>
<p>Bill begins the programme.</p>	<p>Bill has taken Jim’s paid place. Anyone coming on to the programme replaces a continued funding place even if there are other places unfilled.</p> <p><b>The provider continues to be paid for six places.</b></p>
<p>The provider then withdraws Sue from the programme due to absenteeism.</p>	<p>Although Sue left within the last third of the programme, the provider does not receive continued funding for this place, as Sue did not go on to employment or further training.</p> <p><b>The provider is paid for five places.</b></p>

**Reimbursement of learner travel costs**

YT learners can receive a maximum reimbursement of \$15 per day (\$75 per week) for travel costs.

The TEC may reimburse learners’ actual travel costs from their home to the agreed main training site. Learners must supply evidence of the actual cost of travelling to and from the training site.

The TEC does not reimburse travel payments when a learner does not incur any actual cost. The TEC also does not reimburse additional travel costs such as cost to travel from the training site to a workplace experience site. These costs are covered in the programme costs that the weekly training fee covers.

The TEC bases the payments on details verified by the provider at the point of enrolment. This includes bank verification of the learner’s bank account number and

account holder's name. The provider must ensure that one of the following bank verifications are presented at the point of enrolment:

- pre-printed deposit slip;
- copy of bank statement; or
- bank verified account details.

The learner [enrolment form](#) includes a section for the provider to document travel payment details.

The TEC reimburses the learners directly to their own bank account or to an authorised bank account. Payment to an alternative account requires a learner's and the account holder's letter of authorisation. Providers' own accounts **cannot be used** for such payments.

The TEC bases travel reimbursements on public transport rates and average running costs as provided by the Automobile Association. When no public transport is available and learners travel by car, the reimbursement is \$0.21 per kilometre.

When learners share a vehicle, the TEC reimburses only the learner responsible for the vehicle. When transport is obtained from another source, reimbursement only occurs if the travel to the programme was the sole purpose of the journey.

**Note:** The TEC does not pay travel reimbursement when there is a course recess.

The TEC makes payments fortnightly in arrears and they appear in the learner's bank account on or about Wednesday. Payments to Credit Union accounts may take longer to appear if there is no direct credit facility.

When a payment day falls on a public holiday, the payment is delayed by one day. In the event of travel reimbursement amounts being amended, any change in amounts will only take effect from the next payment cycle.

### **Provider supplied travel**

The following process must be used where the travel is supplied by the training provider:

- If the learner elects to use travel supplied by the provider, then the learner must indicate that they will be using "provider-supplied travel" on their [enrolment form](#) (and in ERS) when they enrol. This may include travel supplied to learners by a subcontractor.
- The provider will complete vehicle logs of actual kilometres travelled while providing transport to and from the training site for the identified learners. The provider must be prepared to supply the TEC with the log information if requested.

- The provider will submit an invoice each month for the actual kilometres travelled, for providing transport to and from the training site for the identified learners, which will be paid in arrears using the standardised invoice.

**Note:** The standardised invoice is an Excel template available on the [Resources](#) page of the [YT section](#) of the [TEC website](#).

- Invoices must be created monthly, and e-mailed to the TEC's [Service Centre](#) by the 5th working day of the month following the month being invoiced. Providers must submit invoices on time as late invoices may not be processed.

The maximum amount claimable by providers for each daily return trip to pick up learners must not exceed the maximum amount claimable by an individual learner for any one day (ie \$15 per day for each YT learner), multiplied by the number of learners. This means that if 10 YT learners are picked up and dropped off in a day, the claim for that day cannot exceed \$150.

Providers who expect that the \$15 per student per day maximum will be insufficient to cover actual costs must seek and obtain a formal one off approval from the TEC to claim any re-imbusement in excess of the stated maximum. This is most likely to affect providers who are based in remote areas for whom trips to pick up students requires substantial distances be travelled.

Providers should take into account that some learners may be claiming direct reimbursement for part of their journey (eg. travelling in a parent / guardian's vehicle to a central provider pick-up point). In those cases, providers can only claim a partial amount of the remaining daily maximum. Exceptions to this must be discussed with the TEC's [Service Centre](#) and formally approved.

**Note:** It is acceptable for a primary provider to contract a secondary provider to pick up learners on its behalf. The primary provider is responsible for invoicing the TEC and the providers involved must confirm their own financial agreement regarding this arrangement.

## **Subcontracting**

Subcontracting refers to a situation in which a provider uses TEC funding to pay another organisation to deliver teaching and learning on its behalf. For subcontracting arrangements funded through Youth Training funding, this excludes:

- teaching and learning activities contracted to individuals;
- learning that occurs within vocational placements such a workplace placement or practicum;
- articulation agreements; and
- franchise agreements where the TEC funds the provider delivering the teaching and learning activity directly.

A provider that pays another provider to deliver teaching and learning activities on its behalf is referred to as the “principal”. A provider that is paid by another provider to deliver teaching and learning activities on its behalf is referred to as the “contractor”.

### **Subcontracting declarations**

Providers must complete the appropriate declaration(s) for any new or changed subcontracting arrangements and describe any subcontracting arrangements in their Plan as appropriate.

### **Approving subcontracting arrangements**

Providers must obtain TEC approval before initiating any new subcontracting arrangements. This is because any new arrangements may require change to the Plan. Providers must contact the TEC’s [Service Centre](#) to discuss such intentions.

**Note:** The TEC will only approve arrangements that are quality assured and necessary for the attainment of specific educational outcomes or skills.

Evidence of the TEC’s approval for a specific subcontracting arrangement may be by letter or funding approval (when the arrangement is satisfactorily described in the Plan).

Principal providers must ensure that the contractor(s):

- has appropriate NZQA accreditation or industry recognition (if applicable);
- maintains an appropriate training environment for learners; and
- meets all contracted TEC requirements as described on the TEC website [here](#).

The TEC requires the principal provider to supply the TEC with verification of the contractor’s NZQA accreditation or industry recognition (as requested) and all reports on learner credit achievement.

**Note:** The TEC recognises externally assessed credit achievements under the principal provider’s performance records.

### **Directory on the Web**

The [DOW](#) is a searchable directory on the TEC website that includes YT programmes.

Providers can submit marketing information to the TEC’s Service Centre about their YT programmes for publication in the DOW. Users can search by subject area, location, and programme to learn about available training and potential programme vacancies.

Providers must use the “2011 Training directory information form” to submit up-to-date information about their programmes to the TEC Service Centre. The form is available on the [Resources](#) of the [YT section](#) on the [TEC website](#).

## Use of logos

Providers using TEC logos must abide by the following requirements:

- Providers must use the appropriate programme logo in all publicity for the programmes funded by the TEC.
- Providers must not use the TEC corporate logo when advertising for staff or other provider business.

TEC programme logos may be used by providers in all publicity for the YT-funded programmes. The TEC logos for YT are available as either a black and white bromide or an electronic file from the TEC. For more information on the use of logos, please email [media@tec.govt.nz](mailto:media@tec.govt.nz)

## Legislation

### The Human Rights Act 1993

The [Human Rights Act 1993](#) applies to providers delivering FFTO-funded programmes that target specific groups of learners. The Human Rights Act 1993 prohibits the targeting of specific groups for particular purposes unless it complies with [section 73](#) of the legislation. Under [section 73](#) of the [Human Rights Act 1993](#), a programme is lawful if it is designed for a target group specifically to achieve a level of equality with other members of the community.

The TEC only invests in programmes that comply with the [Human Rights Act 1993](#).

### Criteria for section 73 to apply

Programmes are required to meet the following three criteria before [section 73](#) applies:

- The provider must provide the programme in good faith.
- The group the provider intends the programme for must be one that the [Human Rights Act 1993](#) lists under [section 21 Prohibited Grounds for Discrimination](#).
- There must be evidence that the targeted group needs assistance to achieve equality with other members of the community.

To meet the third criterion, a provider must be able to provide evidence that a YT programme assists targeted learners to achieve equality with their peers in a particular field. For example, for a programme targeted at Māori learners, there may be evidence that only 2% of workers in a particular industry are Māori, although the 2006 census shows that Māori make up approximately 8.5% of the labour force. The provider can then justify a programme that is designed to help Māori gain the qualifications to enter that industry.

## **Learners' rights**

Information regarding learners' rights (with regards to workplace safety and privacy) is no longer in hard-copy form. It is now available [here](#) on the [TEC website](#). Providers should ensure that learners' are familiar with this information.

## **Learners with disabilities**

Providers must provide a learning environment that takes into account the needs of learners with disabilities.

If training sites do not already comply with NZ Standard 4121: "Design for access and mobility: buildings and associated facilities", providers must have a development plan to enable people with disabilities to access training. A copy of Standard 4121 can be purchased from [Standards NZ](#).

## **Privacy Act 1993**

By signing the enrolment form, each learner consents to the provider sharing their information for specific purposes with the TEC, other providers and brokers, Work and Income, the MOE and NZQA, Workbridge, Inland Revenue, the NZ Immigration Service and employers. A copy of the Privacy Act can be viewed [here](#).

## **Document storage**

When storing documents providers:

- must retain all financial records that have a GST component for seven years;
- must retain learner enrolment and programme management records for an appropriate length of time; and
- should hold materials related to learner assessment processes for a sufficient period to allow for NZQA verification and audit purposes.

**Note:** There is further information about enrolment records available on the TEC website [here](#).

## Glossary of terms

	Term	Definition
A	Accreditation	The status awarded by NZQA when a provider has shown it is capable of delivering an approved course or assessing against standards on the NZQF.
	Additional sites	Teaching sites that are considered additional to the main campus. For PTEs, additional sites must be included in the NZQA.
	Apprenticeship	Training in the skills of an industry provided by a person who is employed in the industry leading to the completion of a national qualification. Training may be provided wholly or partly in the place where the person works.
	Approved qualification	A quality assured qualification that has been entered on the TEC Qualifications Register and recognised for access to SAC funding and / or learner access to the student allowances and loan schemes.
B		There are no definitions.
C	Contractor	The party that is subcontracted by a principal provider.
	Credit points	Indicates the amount of learning required (on average) to complete a qualification or part of a qualification. Credit points also give a transferable value to that learning once it is completed.  In most cases the NZQF system equates 120 credits with one full-time year of study and 1.0 EFTS unit. Some SAC-funded qualifications use points instead of credits.
D	Destinational outcome	A destinational outcome is when a learner progresses into employment, further training or education within three months of leaving a training programme.
	Directory on the Web (DOW)	A search engine on the TEC website that enables users to search for FFTO and YT programmes by subject area and location.
E	Education Act 1989	The Education Act 1989 and its subsequent amendments were passed to reform the administration of education.
	Eligibility criteria	Criteria used to determine eligibility for entry to a programme.
	Eligibility for funding	TEC approval of a provider and its qualifications and courses for funding.
	Eligibility evidence	Documentation providing evidence of eligibility for entry to a targeted training programme.
	Electronic Receipting System (ERS)	ERS enables providers offering FFTO-funded programmes to submit enrolment and programme management data to the TEC electronically.
	Enrolment	The process of allocating an eligible learner a place on a course.
	English for Speakers of Other Languages (ESOL)	English for Speakers of Other Languages.
	Exemption certificate	A certificate issued by the principal of a secondary school exempting a secondary school learner from full or part-time compulsory attendance.
F	Foundation courses	Courses that are designed to enable learners to gain the necessary background knowledge and skills to undertake tertiary study.
	Foundation-Focused Training Opportunities (FFTO)	A targeted training programme primarily targeted at adult clients at risk of long-term benefit dependency.
G		There are no definitions
H	Human Rights Act 1993	The Human Rights Act 1993 applies to TEOs that provide FFTO-funded programmes that target specific groups of learners.
I	Investment Plan	An Investment Plan outlines how a provider will respond to priorities for tertiary education described the TES 2010-2015 and the needs of stakeholders.
J		There are no definitions.

K	Key skills	A set of skills identified as generic in a wide range of work places.
L	Labour market outcome (LMO)	The destination outcome of a learner after withdrawal from or completion of their training programme.
	Learner information policy	A policy for declaring information to learners upon enrolment. It includes information on such learner matters as withdrawals, fee payments and refunds.  Providers should also provide information on safeguards for learners in the event of provider liquidation or receivership and appropriate systems for credit transfer to other providers should such an event arise.
	Learner residence requirements	For the purposes of targeted training a learner must be one of the following: <ul style="list-style-type: none"> <li>• A NZ citizen and includes Cook Island, Niue and Tokelau citizens.</li> <li>• A NZ permanent resident currently living in NZ.</li> <li>• An Australian citizen who is currently living in NZ.</li> <li>• An Australian permanent resident who has a returning resident visa currently living in New Zealand.</li> <li>• Refugees with refugee status who are directed to study as part of residence requirements.</li> </ul>
M		There are no definitions.
N	National certificate in Educational Achievement (NCEA)	A qualification registered on the NZQF.
	New Zealand Qualification Framework (NZQF)	A qualification system designed to recognise the attainment of knowledge, understanding and skills by all people in NZ. It is administered by NZQA.
	National Student Index (NSI)	A database and set of processes used to assign all tertiary learners and NCEA learners with a unique identifier known as the NSN.
	National Student Number (NSN)	A unique identifier - a lifetime identification number that learners keep even if they study at more than one education provider. A NSN can only be assigned by authorised people from education agencies.  The NSN is the same as the NZQA learner identification number.
	Non-Enrolled Truancy Services (NETS)	Non-Enrolled Truancy Services.
	New Zealand Qualifications Authority (NZQA)	The Government agency charged with the responsibility for accrediting and approving qualifications and courses and registering providers to deliver those qualifications.  NZQA quality-assures secondary and tertiary qualifications and accredits education providers.
	NZQF level	There are ten levels within the NZQF. The level of each defines the learning outcome and is set nationally according to general guidelines. The "Register Level" of a qualification is the same as its NZQF level.
O		There are no definitions.
P	Principal	The provider that is subcontracting any part of a qualification or course to a contractor.
	Private Training Establishment (PTE)	A privately owned education organisation that is NZQA-registered and provides education and / or training and / or assessment services.
Q	Qualification	The official award given in recognition of the successful completion of a programme of study such as a Certificate or Diploma
	Qualification code	The code that appears on the TEC Qualifications Register listing qualifications that are approved for SAC funding or additionally, learner access to student allowances and the student loan scheme.
	Qualifications register	The TEC Qualifications Register lists qualifications that are recognised for

		funding.
R	Record of Achievement (ROA)	<p>Every learner gaining credits on the NZQF receives a ROA that lists all unit standard and achievement standard credits, national certificates and national diplomas achieved in the previous year.</p> <p>When a learner enrolls in a programme that leads to NZQF credits, their details and registration fee are forwarded to the NZQA. They will be registered for the NZQF and given a unique learner identification number.</p> <p>Learners can accumulate credits over a number of years and from many providers until they have completed a qualification.</p>
	Register level	See NZQF Level.
	Registration	The process by which NZQA ensures a provider is capable of providing high quality education and training in a sound and safe learning environment. This is a prerequisite for eligibility to TEC funds.
S	Student allowances and the student loan scheme	The schemes implemented by StudyLink that provides eligible learners with financial assistance. StudyLink is a division of MSD.
	StudyLink	<p>The division of MSD that is primarily responsible for the administration of student allowances and student loans.</p> <p>Studylink works in cooperation with providers and learners bodies to ensure that learners get the finance they are eligible for so they can complete tertiary study.</p>
	Subcontracting	<p>Refers to situations where a provider uses TEC funding to pay another organisation to deliver teaching and learning activity on its behalf.</p> <p>Subcontracting excludes:</p> <ul style="list-style-type: none"> <li>• teaching and learning activities contracted to individuals;</li> <li>• learning that occurs within vocational placements;</li> <li>• articulation agreements; and</li> <li>• franchise agreements where TEC funds the provider delivering the teaching and learning activity directly.</li> </ul>
	Subcontracting declaration	A principal provider's written declaration of all its subcontracting arrangements.
T	Targeted training funds	The two training funds administered by the TEC where there is a specific targeted group of learners. These are FFTO and YT.
	Te Amorangi Mātauranga Matua	Māori translation of the "Tertiary Education Commission".
	Tertiary Education Commission (TEC)	The TEC has the role of steering and funding the tertiary sector. First established by the Education (Tertiary Reform) Amendment Act 2002 and began operation 1 January 2003.
	Tertiary Education Organisation (TEO)	An organisation that is public, private or community-based offering tertiary education or tertiary-related services.
	Tertiary Education Strategy 2010-2015 (TES)	A high-level set of Government strategic priorities and associated strategies for tertiary education.
U	Unit standard	<p>A nationally registered and coherent set of learning outcomes and associated performance criteria together with technical and management information that supports delivery and assessment.</p> <p>All unit standards are registered on the NZQF. They are assigned a NZQF level and a credit value and may contribute to the award of a national certificate or</p>

		diploma.
V		There are no definitions.
W	Withdrawal	The documented decision of an enrolled learner to formally withdraw from a course. This may be instigated by the learner or the provider.
	Workbridge	Workbridge provides a professional employment service for people with disabilities and injuries.
	Work and Income	A service arm of MSD.
	Workplace learning	Workplace learning offers learners a chance to practice and develop skills in a workplace.
X		There are no definitions.
Y	Youth Training (YT)	A targeted training programme primarily targeted at youth clients.
Z		There are no definitions.