

Gateway Handbook

Read this document in conjunction with the information published in the [Gateway](#) pages of the [TEC website](#).

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Introduction

The Gateway programme strengthens pathways for learners from school to further education and training or employment. All state and integrated secondary schools are eligible to apply for Gateway.

This handbook supports schools in the administration and operation of Gateway. It identifies the key features of Gateway, the financial arrangements, as well as the Tertiary Education Commission's (the TEC's) requirements for the fund.

Templates for reporting purposes are available on the [Reporting](#) page of the [Gateway](#) section of the [TEC website](#).

For any additional questions or further information about reporting or administration requirements, schools are encouraged to contact our Service Centre. Service Centre contact details can be found on the [Contact us](#) page of the [TEC website](#) and in the [Reporting details](#) section of this handbook.

Background and purpose of Gateway

Gateway supports learners to undertake learning and assessment in the workplace. Schools are funded to coordinate this activity to ensure learners' educational and employment needs are met.

Structured workplace learning is a formalised learning arrangement set in an actual workplace for a sustained period of time, with clear understanding about the knowledge and skills to be attained, and the assessment of unit or achievement standards.

Learners complete a work placement and have their learning assessed against unit and / or achievement standards on the [New Zealand Qualifications Framework](#) (NZQF), and integrated with their current programme of study.

Gateway integrates general education with workplace learning and assessment. It builds on existing partnerships to develop new relationships among schools, [Industry Training Organisations](#) (ITOs) and employers. This approach dovetails with [Modern Apprenticeships](#) and the [National Certificate of Educational Achievement](#) (NCEA) to provide further pathways, and recognise a broader range of achievement.

Gateway provides valuable learning and employment opportunities. Learners can gain specific vocational skills leading to future employment and benefit from making significant progress towards qualifications.

Collaborative and networking arrangements among schools are encouraged, allowing the sharing of information and experience, and increasing efficiency of engagement with the business community and other stakeholders. Further information on this is available in the [Collaboration and networking among schools](#) section of this handbook.

Employers benefit through improved public relations and contributing to local employment need. In the longer term, employers have the opportunity for more efficient and effective recruitment which can contribute to increased productivity and an enhanced company skill base.

Key features and outcomes

Key features

Key features of Gateway include:

- year 11 – 13+ learners are eligible to participate in Gateway (refer to the [Learner eligibility](#) section of this handbook for further information);
- there is no cost to learners who participate in Gateway;
- a school can either directly manage the delivery of Gateway, or engage a broker to oversee all or part of the programme on its behalf¹;
- a work placement relevant to each learner's learning and vocational goals;
- an individualised learning plan for each learner which identifies the learning and assessment to be undertaken;
- placement with an employer who can deliver the learning plan;
- a work placement is for a sustained period to ensure planned learning goals are met;
- the school, employer and learner formalise their understanding of what will occur by completing a Gateway [placement agreement](#) before the learner begins the work placement; and
- learning is usually assessed against NZQF unit standards or achievement standards, and this assessment usually occurs in the workplace.

Gateway provision should complement, but not duplicate, any [Secondary Tertiary Alignment Resource](#) (STAR) or other careers-funded courses (including Careers Grant).

Outcomes

Schools report on the following outcomes to the TEC:

- educational achievement: this is the acquisition of qualifications or credits towards qualifications and includes unit and achievement standards; and
- labour market and education outcomes: this includes employment or further education and training (including continuing at school).

The information provided by schools allows the TEC to monitor Gateway and maintain focus on programme quality.

¹ Any brokerage arrangement must be funded from the existing Gateway allocation of the school employing the broker.

The role of the TEC and other parties

The TEC

The TEC:

- administers Gateway funding and monitors the programme to ensure schools meet contractual requirements;
- provides information (primarily through this Handbook) to enable schools to enhance programme quality, including developing links with employer networks, staffing, learner selection, individualised learning plans, and workplace assessment arrangements; and
- monitors enrolment, credit achievement and outcomes related to the programme.

Schools

The school:

- selects eligible learners to participate in Gateway and supports those learners to achieve success through structured workplace learning;
- arranges and manages learners' workplace learning activities, and manages the assessment of that learning (in the workplace where possible); and
- provides information to the TEC in accordance with the reporting and monitoring requirements described in funding conditions [MOR021](#) and [MOR022](#).

Employers

Employers provide a supervised placement and have a role in the delivery of workplace learning. Employers may advise on learning content which will help make the learning as relevant as possible; thereby assisting learners' future employment and career prospects.

Industry Training Organisations

ITOs can provide information about suitable industry standards, assessment options and support for Gateway. For example, the Building and Construction ITO (BCITO) offers [Gateway packages](#) and should be contacted directly for further information. Go to the TEC website for the [ITO contact list](#).

Investment Plans

All schools receiving Gateway funding are required to have an Investment Plan (Plan) approved by the TEC for funding in place by 31 December of the year prior to the planned Gateway programme.

A Plan is an accountability document that sets out the proposed activities of a tertiary provider. It also includes the rationale for the activities, and how the success of the activities will be measured through performance commitments.

A Plan also sets out what a tertiary provider will deliver in return for the money invested by government. Further information Investment Plans is available on the TEC website under the [Plan Guidance](#) section.

Gateway funding approval is subject to the following funding conditions: [MOR021](#), [MOR022](#), [GAT017](#), [GAT018](#) and [GAT027](#). All of which are set out on the [TEC website](#) under the [Resource centre](#) section.

Learner eligibility

The Gateway programme is available to learners studying at years 11 – 13+ in school.

International fee-paying learners are ineligible for Gateway.

Learners best suited to participate in Gateway will be those who are:

- interested in a career in a particular industry;
- work ready and able to be assessed for NZQF credits in the workplace; and
- capable of undertaking self-managed learning in the workplace.

New schools

State and Integrated schools are eligible to join the Gateway programme.

Schools interested in joining Gateway should complete and submit the New Schools application form to our Service Centre by mid-August. The application is available on the [TEC website](#) under the [Apply](#) tab of the [Gateway](#) section.

It is likely that other schools in the area may already run a Gateway programme. The TEC encourages schools to work collaboratively – to share information and resources where appropriate. Further information is available in the [Collaboration and networking among schools](#) section of this handbook.

Schools that are new to Gateway are eligible to receive an establishment payment of \$4,444 (excl. GST) to assist with set-up costs of the programme. Further information is available in the [Establishment payment for new Gateway schools](#) section of this handbook.

Financial arrangements

Basis of payment

Payment of Gateway funding is based on the agreed number of places as stated in a school's Plan. Funding rule [GAT025](#) states that funding is payable for the number of eligible learners enrolled in the programme up to the total number of learners agreed in the Plan.

Schools must use Gateway funds to help meet the costs it and employers incur by arranging and managing structured workplace learning. This may include payment to

assist with staff time used, or the costs of relief staff, administration associated with Gateway, assessment, consumables, learner transport or workplace equipment and safety gear. See funding conditions [GAT017](#) and [GAT018](#) for more information.

If a school is funded for more places than it delivers during a given year, the amount of over-funding **will be recovered** by the TEC. Any funding recovery processes will occur in accordance with the [Gateway Funding Mechanism](#), as published on the [TEC website](#).

A small number of additional learners may be placed in the programme, above the total funded places, up to the maximum agreed in the Plan. Any additional places will not attract any further funding.

Any school that requests to increase the number of placements agreed in the Plan must meet the following criteria before making an application.

- programme occupancy must be at least 100%;
- a minimum of 10 credits on average per learner must be achieved; and
- the increase must be approved by the Principal and the Board of Trustees.

Please note that any funding and contractual information will only be disclosed to the lead contact at a school.

Capital items

Any capital items purchased using Gateway funding must be specifically to support the delivery of the programme (e.g. new schools may wish to use money from their establishment payment to purchase computer equipment for the Gateway coordinator).

Schools purchasing equipment for use by the whole school using Gateway funding is prohibited. Gateway funding is to be used to support that particular programme only. Schools unsure of what items can be purchased can contact our [Service Centre](#) to discuss the appropriateness of any such purchases well in advance of making them. Requests made will be assessed on a case-by-case basis depending on individual needs.

Courses

Gateway funding is not intended to be used to pay for courses delivered by tertiary education providers. The [Ministry of Education](#) makes [Secondary Tertiary Alignment Resource](#) (STAR) funding available to schools to enable learners to access courses that provide greater opportunities to them. Further information about STAR is available on the [MOE website](#).

There are some occasions when a short-course can be appropriately funded as part of a Gateway programme, including:

- when the course is preparatory to a work placement and provides specific skills and practices required by industry (e.g. basic food hygiene and first aid courses);

- when it is decided through discussion with the employer that the course is required and is therefore on the Gateway learning plan; or
- if the course duration does not exceed 3 days.

Examples of such courses include all terrain vehicle (ATV) training and electrical safety ticket. This aligns with the purpose of Gateway being based on a unit standard based work experience provided in a workplace.

Gateway funding must not be used for:

- courses at tertiary education providers² (other than the short courses described above);
- activities currently covered by other funding from a Crown source (including capital expenses that are not specifically to support the provision of the Gateway programme);
- charging for the use of school space for the Gateway coordinator;
- charging for the use of school office services; except where additional staffing resources are needed to meet Gateway requirements;
- paying levies for general school management and administration (e.g. heating and lighting); or
- paying a fee to an employer for a placement.

Schools that are unsure whether any part of their Gateway expenditure is appropriate should contact our [Service Centre](#) prior to making the expenditure to discuss.

Establishment payment for new Gateway schools

Schools that are new to Gateway are eligible to receive an establishment payment of \$4,444 (excl. GST) to assist with programme set-up costs. The set-up payment is payable in November or December of the year prior to the planned Gateway programme, and should be used for expenditure including:

- purchase of furniture and equipment to support delivery of Gateway;
- identifying suitable employers;
- setting up systems for monitoring and reporting; and
- coordination costs such as professional development and additional training for coordinators.

Schools that are planning to deliver a Gateway programme for the first time must provide the TEC with bank account details promptly. This will ensure that the establishment payment can be deposited prior to the start of the programme.

Payment schedule

Gateway payments are made in 12 equal monthly instalments during the year, up to the total annual amount agreed in the Plan.

² Funding students to participate on “module-based courses” is not an appropriate use of Gateway funding.

Payments are made by direct credit into a nominated school bank account. Schools will need to provide the TEC with bank account details prior to the start of the school year. This will enable the first payment to be processed and submitted on time.

Programme occupancy

Gateway programmes must achieve an average occupancy level of at least 75% over the duration of the calendar year³. This will be calculated by measuring throughput of learners on the Gateway programme as a percentage of the funded-Gateway places.

The TEC analyses programme occupancy at the end of term two. If the number of learners in workplace learning at that time is significantly fewer than the number approved in the Plan, then an update to the Plan may be required to reduce the target number of placements and the maximum amount of funding payable.

If a school is funded for more places than it delivers during a given year, the amount of over-funding will be recovered in most instances. This is discussed in more detail in [Basis of payment](#) section of this handbook.

Schools are encouraged to contact our [Service Centre](#) if placements are significantly below, or likely to be significantly below, numbers indicated in the Plan to discuss a way forward.

Accountability for Gateway expenditure

Schools are no longer required to report to the TEC on Gateway expenditure unless requested under specific circumstances. They must however, keep sufficient financial records to enable a balance to be identified both throughout the year and at the end of each calendar year (see funding condition [MOR022](#) for more information).

Schools should refer to funding conditions [GAT017](#) and [GAT018](#) on the TEC website to ensure they are spending their funding appropriately.

³ From 2013 the minimum average occupancy level will be 90% over the duration of the calendar year.

Administrative and operational requirements

Electronic Receipting System for Gateway

The [Electronic Receipting System](#) (ERS) is an internet application. It is accessed through standard browser software and used to complete and submit electronic forms for Gateway as listed below:

- [Learner enrolment](#)
- [Enrolment in error](#)
- [Amend learner details](#)
- [Learner withdrawal](#)
- [Three-month learner outcome](#)
- [Unit results](#)

Use of the ERS is **mandatory for all schools** offering Gateway.

Schools must ensure that the information submitted through the ERS is complete and exactly as it appears on the original documents (except for any errors which have been noted and corrected on the enrolment form). When a learner enrolment is entered using the ERS, the school must verify that the learner declaration has been signed and sighted.

Further information on the ERS is available on the [ERS page](#) on the [TEC website](#).

Enrolments

All Gateway learners must remain enrolled as full-time learners of the school throughout the programme. The TEC is required to capture their details for programme reporting purposes. This information is collected through the [enrolment form](#) schools are required to use. Further information is available in the [Learner eligibility](#) section of this handbook.

Schools are required to report learner enrolments and withdrawals to the TEC through the ERS within five business days of the activity taking place. Schools failing to complete enrolment documentation will not be funded for those learners and the placements will not be counted towards the programme occupancy.

Gateway learners who are older than 18 years at the commencement of their placement will have to be enrolled by our Service Centre.

Schools must retain a copy of the [enrolment form](#) as each learner's indicative plan for Gateway for the academic year.

Gateway placement agreement

A written agreement should be signed by the school, employer and learner before each placement begins. The [placement agreement](#) should be used for this and the content of the form should be entered into the ERS within five business days.

Amending learner details

An [amend student details form](#) is to be used when a learner changes employer, or becomes involved with more than one employer. Any change in the industry code for the placement should also be noted on this form, and the content of the form should be entered into the ERS within five business days.

If learners are participating in more than one industry placement simultaneously, details of each placement should be recorded on the [enrolment form](#). These learners should not be withdrawn and re-enrolled.

Withdrawals

If a learner leaves Gateway before the end of the year, a [withdrawal form](#) must be completed and the content of the form entered into the ERS within five business days.

Enrolment in error

If it is established that a learner has been enrolled in error, the learner must be withdrawn from the programme using the start date as the withdrawal date. The learner must be withdrawn in the ERS, the [enrolment in error form](#) should be completed and signed and then submitted to our [Service Centre](#) for processing.

Learner outcome forms

The [three-month student outcome form](#) should be completed when a learner is withdrawn during the year. The form records individual outcomes 90 days from the withdrawal date and the content of this form should be entered into the ERS. Schools must retain a copy of the completed forms.

Schools must also use the ERS to submit a learner outcome result for all other learners three months (90 days) after withdrawal from their programme.

In the event that any employment and further training outcomes remain outstanding 120 days after a learner withdraws from the Gateway programme, a default outcome of Not Known (NOK) will automatically be applied. The reporting of results after 90 days remains a contractual requirement.

If a school seeks to amend a learner's training outcome that has defaulted to NOK, the school is required to complete a [three-month student outcome form](#) to submit to our Service Centre to enable ERS to be updated accordingly.

Credit achievement

Assessment of learning is a key component of Gateway. Funding condition [GAT027](#) requires schools to ensure that learners participating in Gateway will achieve 10 credits on average. Learners' credits for both achievement standards and unit standards should be recorded.

The Gateway [unit results](#) form must be used to report unit results to the TEC. This ensures Gateway unit results are reported to the TEC in the same format as those reported to NZQA.

Schools may use the same reporting system for TEC that they use for NZQA when reporting learners' unit standard credit achievement. When reporting results, schools are to ensure credits achieved while participating in Gateway are able to be easily differentiated from credits achieved as part of normal schooling. The TEC is to be advised of credit achievement for each learner before the first week of March in the year following enrolment.

Credits assessed and reported to NZQA by organisations other than the school for a Gateway placement should be reported to our Service Centre to ensure they are included in the programmes overall credit achievement.

Credits for courses delivered by tertiary providers can be reported for Gateway if they meet the circumstances described in the [Courses](#) section of this Handbook. Module results will not be accepted.

Credits achieved on the Gateway programme can count towards all relevant NZQA qualifications including NCEA regardless of the reporting body.

The annual fee paid to NZQA for each learner at school covers the reporting of standards achieved on Gateway⁴.

Memorandum of understanding

Schools should have a Memorandum of Understanding (MoU) with each accredited provider. It identifies the responsibilities between the two parties (i.e. the school where the learner is enrolled and the external provider).

The purpose of each MoU is to:

- define the means by which the school ensures that the required standards of teaching, assessment and moderation will be maintained;
- ensure that collaborative arrangements are clearly set out and operate smoothly;
- ensure that clear channels of authority, accountability and executive action are identified; and
- clearly identify which party will send achievement information to [NZQA](#).

Some ITOs will have a MoU that schools can use. [NZQA](#) can provide a sample which includes the moderation process if not available.

Reporting NZQA results for industry unit standards

Where assessment is provided by an external education organisation, the accredited body is responsible for ensuring all achievement information relating to credit attainment is sent to [NZQA](#). Currently, some ITOs and tertiary providers allow schools to report credits.

⁴ Where tertiary providers report Gateway results direct to NZQA the current credit fees will apply. This is an interim policy until credit reporting measures can be put in place to accept Gateway results from tertiary providers at no direct cost to providers.

Where the accredited body is submitting achievement data to NZQA, the submission of “Not Achieved”⁵ results are also to be reported. This should be clearly outlined in the MoU. The requirement for schools to also report “Not Achieved” results also remains in place.

Workplace assessment

When a teacher is assessing an industry specific unit standard in the workplace, the relevant ITO’s Accreditation and Moderation Action Plans (AMAP) requirements will remain effective. The AMAP will specify what the teacher must have in terms of industry experience, qualifications and knowledge of workplace assessment processes.

Gateway marketing

Schools are encouraged to use the Gateway logo for marketing the programme to prospective learners, employers and the wider community. Its use must adhere to the conditions stipulated by the TEC. The Gateway logo is available from our [Service Centre](#) as a colour file. It should be displayed if a school develops its own promotional and advertising material.

Further information on the correct use of the Gateway logo is available on the [Gateway visual identity](#) factsheet and on the [TEC website](#).

Further information on key features of Gateway can be found on the [Gateway factsheet](#) and on the [TEC website](#).

Reporting details

All forms and templates for reporting purposes are available on the [Reporting](#) page of the Gateway section of the [TEC website](#).

Email: servicecentre@tec.govt.nz

Mail: TEC Service Centre
Private Bag 76928
Manukau City
Manukau 2241

Phone: 0800 601 301

Fax: 09 262 2150

⁵ Tertiary providers submitting ‘Not Achieved’ results will incur a separate credit fee charge.

Forms overview

Form	Purpose	Notes	When required
<u>Enrolment form</u>	To enrol a learner on the Gateway programme and to collect statistical data and placement details.	<p>When a Gateway placement is confirmed, complete a Gateway Student Enrolment form and enter details into ERS.</p> <p>All of the student's information must be entered, including the NZQA or National Student Number so that credit achievement can be recorded. This enables data collection and also serves to capture the learning plan the learner wishes to complete.</p> <p>Retain the hard copy of this form on the learner file.</p>	When Gateway placement is confirmed.
<u>Amend student details form</u>	Used to update learner details to reflect changes in industry and / or involvement with more than one employer.	<p>When an amendment is required, complete an amendment form and enter details of the amendment (e.g. change of address) into ERS.</p> <p>Retain the hard copy of this form on the learner file.</p>	As the learner's details change.
<u>Withdrawal form</u>	Used to withdraw learners from Gateway during the year.	<p>When a learner ceases to participate in Gateway, complete an amendment form and enter the amended details in ERS.</p> <p>Retain the hard copy of this form on the learner file.</p>	Within five days of a learner ceasing to participate in Gateway.
<u>Three-month student outcome form for learners withdrawn before year end</u>	To gather labour market outcome information on learners who have been withdrawn from the programme before the end of the year.	<p>This information is required three months after withdrawal. Three months after a learner ceases to participate in Gateway, and enter the outcome details in ERS.</p> <p>Retain the hard copy of this form on the learner file.</p>	Three months from withdrawal date.
<u>Unit result form</u>	Used to record units that learners have achieved while on the Gateway programme.	This information is required when submitting achieved unit results to our Service Centre.	When submitting learner achieved units to our Service Centre.

Submitting learner outcomes

Schools must provide contact names and telephone numbers in the ERS for all employment and further training outcomes submitted to the TEC to enable verification of outcomes as required.

Developing a quality Gateway programme

This section provides a range of ideas and practical suggestions to support schools in developing the quality of Gateway for learners including:

- the roles of different staff within a school;
- the linking of learner selection to careers advice, learner preparation and development of the Gateway learning plan;
- a strategic approach to engaging with the wider stakeholder community;
- the benefits of collaboration with other schools; and
- suggestions for working with employers.

Gateway roles

Senior school management

Examples of ways that principals and senior management can ensure the success of Gateway include:

- participating in the development of programme policy;
- appointing suitable staff and developing role descriptions;
- ensuring Gateway is understood and valued within the school;
- promoting the programme through engagement with the business community, parents and other stakeholders;
- developing a budget to ensure the use of funding tagged for Gateway is fully utilised in accordance with funding conditions [GAT017](#) and [GAT018](#);
- working with staff to critically review and respond to the performance information contained in the quarterly Gateway Programme Performance Report that is posted to your TEC Workspace each quarter;
- ensuring flexibility of school systems to implement Gateway; and
- reviewing and renegotiating the Gateway programme annually.

Coordinator

A Gateway coordinator is the person (or people) responsible for managing the programme. The coordinator role is pivotal to the success of a school's programme and is a key contributor to the implementation and management of Gateway. It is a resource intensive role and requires a specific combination of skills and knowledge, as identified in the table below.

Required competency	Description
School knowledge and credibility	<ul style="list-style-type: none">• knowledge of how the school works• knowledge of the school's wider programmes of learning• knowledge of the learner group(s) involved in Gateway• credibility with teachers, learners and parents• ability to form effective working relationships with teachers and learners
Industry expertise and knowledge	<ul style="list-style-type: none">• experience in working with businesses• knowledge of the local labour market• understanding of the issues affecting structured workplace learning provision• ability to engage effectively with the business community
Community knowledge and credibility	<ul style="list-style-type: none">• knowledge of established networks in the wider community
Educational expertise; training and qualifications knowledge	<ul style="list-style-type: none">• knowledge of competency-based assessment, the NZQF, ITOs and career pathways• knowledge of learning plan development• knowledge of workplace learning approaches and practices
Other skills and attributes	<ul style="list-style-type: none">• organisational, communication, marketing, networking, administration and relationship management skills• enterprising, resourceful and proactive work-style• ability to work independently and as part of a team

Coordination tasks

The role will involve some or all of the following:

- promoting and marketing the programme inside and outside the school;
- recruiting or selecting learners for the programme;
- linking prospective Gateway learners to careers advice;
- networking with other schools;
- locating suitable work placements;
- liaising with employers, ITOs, Modern Apprenticeship Coordinators and other relevant organisations;

- developing individualised learning plans in conjunction with the employer and the learner;
- planning the assessment of learner learning and obtaining learning and assessment materials;
- preparing learners for their placement, including obtaining equipment and clothing;
- supporting the employer and workplace supervisor with the placement;
- monitoring learners' learning and welfare in the workplace;
- facilitating learner discussion to reflect on workplace learning and experiences; and
- administration.

Taking a team approach

Given the combination of knowledge and skills required of a Gateway coordinator, some schools choose to take a team approach to the role. The activities can be divided into task areas, and can include staff who provide administrative support. The advantages of a team approach are:

- workload and responsibilities can be spread among more people;
- the skills of a range of people can be utilised;
- a wider ownership of, and involvement with the programme within the school; and
- continuity if a member of the team leaves.

Involvement of teaching staff

The Gateway programme will operate more smoothly in a school if teachers understand its purpose. By understanding that Gateway is a mechanism to add additional pathway options for senior learners' qualification achievements, teachers can effectively refer learners who might benefit from participating in Gateway. Teachers can also assist with the development of a suitable learning plan.

Learner selection and preparation

Selecting learners for Gateway

Schools are advised to develop a selection policy for the recruitment and selection of learners for Gateway.

Learners best suited to a placement in the workplace are likely to be:

- motivated to learn in the workplace;
- able to manage individualised learning and assessment;
- able to display a strong interest in a particular industry or career direction
- reliable, with a good attendance record; and
- work ready.

Learner selection process

The following is an example of the steps a school may take to select learners:

- a) the school provides information about Gateway;
- b) learners apply to participate in Gateway knowing what is involved;
- c) a selection interview is held which could involve staff such as the Careers Advisor and the year Dean; and
- d) all selected or potential learners are linked to career guidance and advice.

Ensuring learners are linked to careers guidance and advice will help identify pathway preferences and the most suitable options for a work placement. It can be useful to identify short and longer term learning and career goals which will help to focus learners who are attracted to Gateway but do not yet have a clear career direction or industry of interest. Linking learners to career guidance and advice should also help learners who have several career options in mind with deciding upon their next step.

Preparing learners for the placement

Schools can undertake a number of activities prior to the commencement of work placements to prepare learners for their placement. These include:

- completing appropriate unit standards such as health and safety;
- training in interview skills for a pre-placement interview with the employer;
- discussing workplace expectation such as dress requirements, work hours, behaviour expectations, supervisor details, and workplace practices;
- organising transportation and briefing the learner about transport arrangements;
- providing (through the school or employer) special equipment such as safety equipment, tools or clothing;
- accompanying the learner on a pre-placement visit or on the first day of the placement; and
- ensuring the learner participates in the company's briefing procedures, particularly regarding health and safety procedures.

Developing the Gateway learning plan

Gateway learning plan

When a suitable placement has been found, the Gateway coordinator needs to develop a learning plan. This should involve the employer and the learner and will help to ensure their effective engagement with the programme. Relevant subject teacher(s) can also provide guidance to the coordinator when developing the programme of learning and assessment.

The learning plan clarifies both the work-based and school-based aspects of the learner's Gateway programme. It should also be aligned and integrated with the learner's other subjects in order to further extend their in-school learning.

Learning plan structure

The learning plan can detail information under a set of headings, for example:

- learner name, industry name and employer name;
- start date and proposed duration of placement;
- learning goals and key tasks required for achievement;
- generic units and industry specific unit standards (by level, credit value, indicative assessment timeframe or assessment arrangements and location of assessment);
- supervisor name; and
- coordinator, learner and employer signatures.

Selecting qualifications and unit standards

When developing the learning goals and assessment to be covered by the learner's learning plan, schools should:

- identify and select unit standards that:
 - have a high workplace learning content;
 - lead to national certificates and higher qualifications; or
 - build towards a Modern Apprenticeship; and
- find out from ITOs and other schools which entry-level units are required by industry.

Employer role in learning plan development

Involving the employer in planning the learner's Gateway programme can help ensure that appropriate learning activities are provided in the workplace, and that the employer is committed to the success of the placement. During the development of the learning plan, especially the workplace component, the employer could assist with identification of:

- suitable unit standards that are achievable with the time and resources available in the workplace;
- the assessment that is best done in the workplace;
- any specific expectations or requirements the employer has of the learner; and
- the workplace practices and activities relevant for the achievement of the learning goals.

Agreeing the learning plan

Once the learning plan has been developed and agreed to by the employer, it should be documented and signed by the learner, employer and coordinator. The plan should then have the flexibility to be updated as the learner develops, achieves their goals and / or the placement details change.

Working with employers

Gateway requires schools to develop extensive and in-depth relationships with employers in their community. The checklist below provides a list of tasks or conversations that Gateway coordinators should cover off, in order to work effectively with businesses:

Stage	Task / conversation	Complete
Establishing the work placement	Explain the objectives of Gateway as a programme for structured learning in the workplace to employers. This may involve explaining the difference between Gateway and other work experience programmes the employer / supervisor have experienced.	
	Explain the approach to assessment and discuss the likely level of commitment the employer is expected to make.	
	Establish employer expectations and any specific requirements of the workplace or industry and the implications for the learner(s) to be selected.	
	Ask whether the employer wants to be involved in the selection of the learner.	
	Discuss the health and safety expectations for learners on Gateway, and check employers' appreciation of the respective responsibilities.	

	Invite the employer to provide input into the development of the learning plan; including decisions about the most appropriate assessment methods.	
	Set the dates, hours of work and duration of the placement and explain that longer placements will be more beneficial for the employer and the learner.	
	Formalise the expectations and commitments of all parties with a Gateway Placement Agreement.	
	Ensure that the coordinator is easily accessible to the employer by phone and that there is a back up system for messages in the school.	
During the work placement	Contact or visit the employer at arranged or suitable times in the work schedule.	
	Respond to employers promptly.	
	Be aware of the potential for staff changes and be prepared to brief new staff on the purpose of the Gateway programme	
	Provide feedback to the employer on how useful the placement has been to the learner.	
On completion of the work placement	Seek feedback from employers on the learners' learning and overall performance.	
	Ascertain employers' interest in providing a placement for other learners.	
	Formally thank the employer in the most appropriate manner.	
	Review the placement as part of seeking improvements for future placements in the same workplace or industry.	

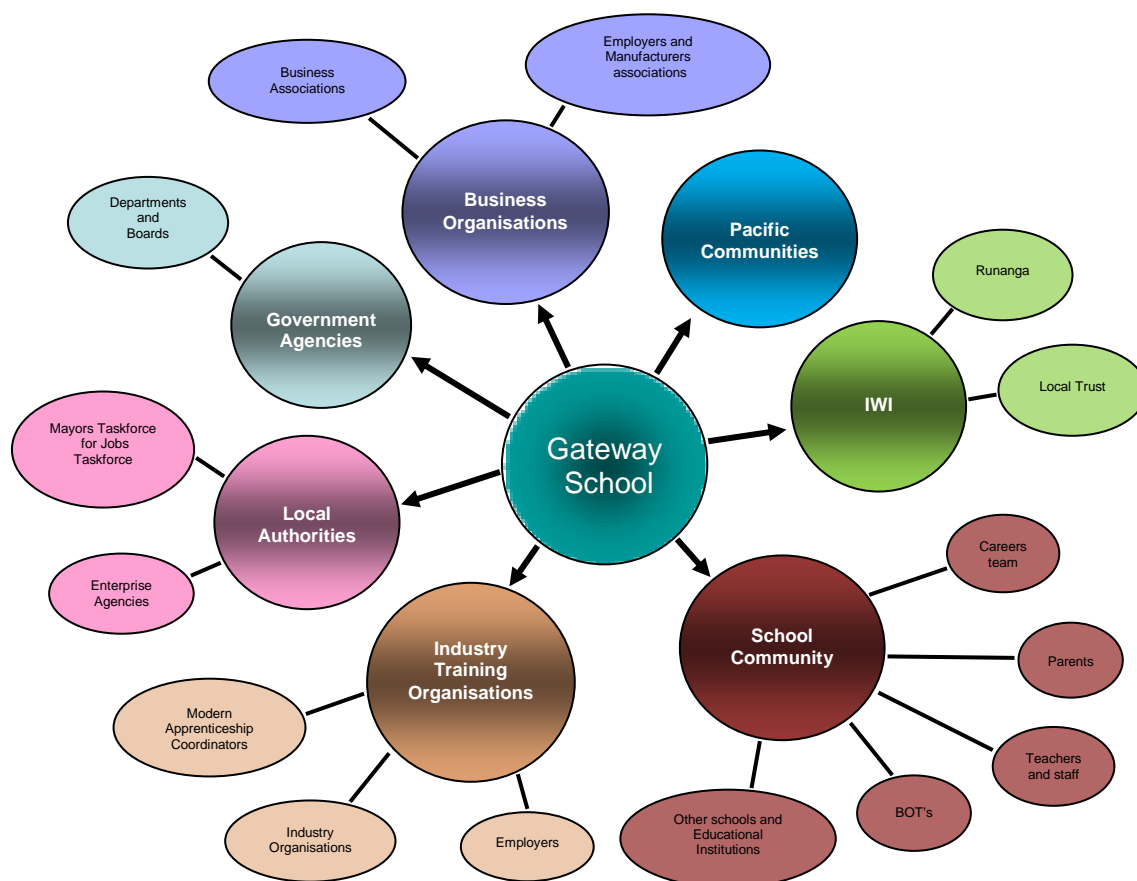
Stakeholder engagement

The process of identifying and engaging with stakeholders is vital for the development and growth of a school Gateway programme. Some actions a school can take are:

- mapping the stakeholders and networks in the locality;
- targeting organisations, networks and individuals to engage with; and
- networking in the community to spread messages and make connections.

Identifying key stakeholders

The first step to engaging with stakeholders is to identify key stakeholders in the context of the school. The diagram on the next page provides an example of how stakeholder relationships can be mapped.



Benefits of stakeholder engagement

Engaging with stakeholders is beneficial in order to:

- identify new opportunities for placements and broaden opportunities for learners;
- increase the reach and potential of the school's programme through joining existing networks;
- share the responsibility for ensuring that Gateway is successful;
- reduce the risk of saturation of the market for placements; and
- allow new perspectives and ideas to enhance the programme.

Collaboration and networking among schools

Collaboration options

Schools that are located in close proximity or who share a local labour market may find it advantageous to adopt a collaborative approach to the development of their Gateway programmes.

Some of the options for collaboration include:

- establishing a strategic approach to working with employers to avoid the situation of an employer being approached by two or more schools;
- sharing staff for coordination, brokering or administrative roles;
- sharing information and resources;
- schools undertaking joint promotional work with employer audiences and stakeholder groups; and
- schools negotiating geographical areas for the purposes of approaching employers.

Networking

Across a broader area, schools can form themselves into a network. Some options for networking are:

- schools across an area, or within a smaller sub-area, can meet face-to-face and share information and resources and offer mutual support;
- more experienced schools passing their knowledge on to schools new to Gateway;
- holding combined meetings to provide a focus for input from ITOs, Modern Apprenticeship Coordinators, and assessor organisations; and
- establishing a systematic approach to the electronic sharing of information and resources (such as video conferencing).

Fit with other programmes

Programmes such as [STAR](#) and [Youth Apprenticeships](#) are also currently available to learners at some schools. These programmes are designed to ensure that young people stay in school, complete qualifications in line with their abilities and needs, and go on to build on these qualifications beyond school. Further information on this type of training is available on the [MOE website](#) and on their [schools initiatives page](#).

Gateway coordinators should work with staff responsible for these programmes (where available) to ensure that learners are moving into the programme that is most suited to their needs and abilities.

Health and Safety

Introduction

The safety of learners while on Gateway is paramount. The TEC encourages schools and employers to discuss health and safety management when a placement is arranged. While workplaces hold a potential risk to health and safety, with due care and attention risks can be minimised.

The TEC advises schools to include relevant learning about workplace health and safety in learners' learning plans. This should be covered before a placement begins.

While the employer is legally obliged to provide and ensure the correct use of safety clothing and equipment, Gateway funds provided to schools should be used to pay for these items as required. Schools should discuss the purchase of appropriate clothing and equipment with employers and / or ITOs as required.

General requirements

Schools must be satisfied that the workplace environment is safe and appropriate for structured workplace learning, and ensure that the welfare and interests of learners are protected.

Both employers and learners must also be aware of and able to comply with their respective obligations under the [Health and Safety in Employment Act 1992](#) and the [Human Rights Act 1993](#).

The written agreement between the school, employer and learner should contain key matters and be signed as part of the Gateway Placement Agreement.

When learners are travelling to their workplace, the school is responsible for their welfare. The Education Outside the Classroom (EOTC) policy must include clear and well understood procedures for keeping learners safe.

Health and Safety in Employment Act 1992 and Human Rights Act 1993

The [Health and Safety in Employment Act 1992](#) and [Human Rights Act 1993](#) apply to employers providing workplace learning. This means:

- learners have a responsibility to ensure their own safety and the safety of others by:
 - using all protective equipment and devices available
 - following instructions, and
 - ensuring that their actions do not put themselves or others at risk;
- schools have a responsibility to take all practicable steps to ensure learner safety in the workplace;
- employers are required to train learners in basic health and safety in the workplace in the same way as they train their other employees; and

- employers must not discriminate against learners in any way on any of the grounds prohibited in the [Human Rights Act 1993](#), and an employer who breaches either the [Health and Safety in Employment Act 1992](#) or the [Human Rights Act 1993](#) in respect of learners has liability.

Health and Safety in Employment Amendment Act 2002

The Health and Safety in Employment Act specifically mentions people who are in a workplace for work experience or on-the-job training and states that they are entitled to be treated for safety purposes as if they were employees. This means that they have the same rights as employees, except the right to formally participate in health and safety issues.

Employer responsibility

The employer must keep employees (including learners on workplace learning placements) safe by:

- identifying hazards at work;
- eliminating or managing identified hazards to ensure they do not harm employees;
- providing employees with information to enable them to work safely;
- making sure that employees have the right knowledge, experience and supervision to work safely;
- providing clothing and equipment where appropriate; and
- instructing employees in the correct use of any protective equipment provided.

Employee responsibilities

Employees (including learners on workplace learning placements) have a duty to take all reasonably practicable steps to:

- ensure their own health and safety; and
- ensure that nothing they do harms any other person.

Employees also have specific responsibilities to:

- take all practicable steps to use protective equipment and to wear protective clothing provided by the employer or employee;
- not undertake work which is unsafe or which involves unsafe practices;
- make unsafe work situations safe or inform their supervisor or manager if they are unable to make the situation safe;
- be aware of and follow their workplace's health and safety practices and procedures including reporting of work-related accidents and injuries, and hazards;
- cooperate with the monitoring of workplace hazards and employees' health; and

- comply with any improvement and prohibition notices issued for their workplace.

If a learner is injured while in the workplace, the Accident Compensation Corporation (ACC) will be able to determine if they will be able to cover the injury. This situation is not generally deemed to be a work accident.

Further information and resources

Further health and safety information and resources are available from the [Department of Labour](#) and [ACC](#).