



A Handbook for Schools

Catalogue number TE 111

Effective from 2 February 2010

Published January 2010 by
Tertiary Education Commission
Te Amorangi Mātauranga Mātua

1. Contents

1. Contents	2
2. Introduction	4
3. Background and purpose of Gateway	4
4. Key features and outcomes	5
4.1. Key features	5
4.2. Outcomes.....	5
5. The role of the Tertiary Education Commission and other parties	6
5.1. Tertiary Education Commission.....	6
5.2. Investment Plans.....	6
5.3. Role of employers	6
5.4. Role of Industry Training Organisations (ITOs)	6
6. Student eligibility	6
7. Financial arrangements	7
7.1. Basis of payment.....	7
7.2. Capital items.....	7
7.3. Courses	7
7.4. Establishment payment for new Gateway schools	8
7.5. Payment intervals and details.....	9
7.6. Programme occupancy	9
7.7. Accountability for Gateway expenditure	9
8. Administrative and operational requirements	9
8.1. Implementing the Electronic Receiving System for Gateway	9
8.2. Enrolments	10
8.3. Gateway placement agreement.....	11
8.4. Amendment of student details.....	11
8.5. Withdrawals.....	11
8.6. Enrolment in error.....	11
8.7. Student outcome forms	12
8.8. Industry names for Gateway placements	12
8.9. Credit achievement	13
8.10. Memoranda of Understanding.....	14
8.11. New Zealand Qualifications Authority guidelines for reporting results from industry unit standards	14
8.12. Workplace assessment	15
8.13. Gateway marketing	15
8.14. Reporting details	15
8.15. Submitting Student Outcomes.....	16
9. Developing a quality Gateway programme	17

9.1. New schools	17
9.2. Gateway roles	18
9.3. Coordination tasks.....	19
9.4. Taking a team approach.....	19
9.5. Involvement of teaching staff.....	20
10. Student selection and preparation	20
10.1. Selecting students for Gateway.....	20
10.2. Student selection process	20
10.3. Preparing students for the placement.....	21
11. Developing the Gateway learning plan.....	21
11.1. The Gateway learning plan	21
11.2. Learning plan structure.....	22
11.3. Selecting qualifications and unit standards	22
12. Employer role in learning plan development.....	22
12.1. Agreeing the learning plan	23
12.2. Working with employers	23
13. Stakeholder Engagement – a strategic approach for Gateway schools	24
13.1. Identifying key stakeholders	24
13.2. Benefits of stakeholder engagement	25
14. Collaboration and networking among schools.....	25
14.1. Collaboration options.....	25
14.2. Networking	26
14.3. Fit with other programmes.....	26

Note – the Gateway Health and Safety Handbook is published as a separate document.

2. Introduction

The Gateway programme is designed to strengthen the pathways for students from school to further education and training or employment. All state and integrated secondary schools are eligible to apply for Gateway.

This handbook is designed to support 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 (TEC's) operational requirements for the fund.

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

For any additional questions about reporting or administration, schools are encouraged to contact the TEC Service Centre. Service Centre contact details can be found on the [TEC website](#) and in [section 8.14](#) of this handbook

3. Background and purpose of Gateway

Gateway supports students undertaking learning and assessment in the workplace. Schools are funded to coordinate this activity to ensure the educational and subsequent employment needs of students 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.

Students complete a work placement and have their learning in the workplace assessed against unit and / or achievement standards on the National Qualifications Framework (NQF) and integrated with their current programme of study.

Gateway integrates general education with workplace learning and assessment. Gateway 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 senior school students with valuable learning and work opportunities. For example, students can gain specific vocational skills leading to future employment and can benefit from making significant progress towards qualifications. All students can enhance their career management skills in a world where the roles of learner and worker continue to change.

Employers benefit from involvement with the programme through improved public relations and contributing to local needs. 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.

Collaborative and networking arrangements among schools are encouraged, allowing the sharing of information and experience and increasing the efficiency of engagement with the business community and other stakeholders.

4. Key features and outcomes

4.1. Key features

Key features of the Gateway programme include:

- a workplace learning component is incorporated into the student's overall study programme
- year 11 – 13+ students are eligible to participate in Gateway (note the exceptions in [section 6](#))
- there is no additional cost to students who participate in Gateway
- schools can either directly manage the delivery of Gateway, or engage a broker to arrange and oversee all or part of the programme
- a work placement relevant to the student's learning and vocational goals is arranged
- an individualised learning plan is prepared with each student, which identifies the learning and assessment to be undertaken
- placement with an employer who can deliver the learning plan is arranged
- a work placement is for a sustained period to ensure planned learning goals are met
- the school, employer and student formalise their understanding of what will occur by completing a [Gateway Placement Agreement](#) before the student begins the work placement, and
- workplace learning is usually assessed against NQF unit standards or achievement standards, and this assessment usually occurs in the workplace.

4.2. 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 the development of Gateway and maintain a focus on the quality of the programme.

5. The role of the Tertiary Education Commission and other parties

5.1. Tertiary Education Commission

The TEC:

- administers Gateway funding and monitors the programme to ensure that schools meet contractual requirements
- provides information (primarily through this Handbook) to schools about elements that enhance quality in the Gateway programme, including developing links with employer networks, staffing, selection of students, individualised learning plans and workplace assessment arrangements (see [section 9](#) for more information), and
- monitors enrolment, credit achievement and student outcomes relating to the programme.

5.2. Investment Plans

All schools receiving funding for Gateway from the TEC are required to have an [Investment Plan](#) approved for funding in place by 31 December of the year prior to the planned Gateway programme. The conditions of Gateway funding are set out on the [Gateway section](#) of the TEC website.

5.3. Role of 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 to the industry, thereby assisting the student's future employment and career prospects.

5.4. Role of Industry Training Organisations (ITOs)

ITOs can provide information about suitable industry standards, assessment options and the availability of learner resources.

An ITO contact list is available on the [TEC website](#).

6. Student eligibility

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

International fee-paying students and students who are defined by the [Ministry of Education](#) as adult students, in the current year are not eligible to participate in Gateway.

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

- interested in a career in a particular industry
- work ready
- able to undertake individual assessment for NQF credits in the workplace, and
- able to undertake self-managed learning in the work-place.

7. Financial arrangements

7.1. Basis of payment

Gateway funding is based on the agreed number of places in the school's Investment Plan. A small number of additional students, as agreed in the school's Investment Plan, may be placed in the programme. Any requests to increase the maximum numbers of students once the Gateway programme has commenced must be made in writing to the TEC Service Centre. It should be noted that this will not result in an increase in funding for the year.

Funding will be paid only to meet costs associated with the school's Gateway programme and includes GST.

Schools should use the Gateway funds to help meet the costs incurred by the school and employers arranging and managing structured workplace learning. For example, this may include payment to assist with staff time used, or the costs of relief staff, administration associated with Gateway, assessment, consumables, student transport or workplace equipment and safety gear.

7.2. Capital items

Any capital items purchased using Gateway funding must be specifically to support the provision of the Gateway programme (for example, new schools may wish to use money from their establishment payment to purchase computer equipment for the Gateway coordinator). Gateway funding must be used for expenditure as described on the [Gateway page](#) of the TEC website (see conditions [TRA017](#) and [TRA018](#) for more information).

If schools are unsure if a particular capital item purchase is appropriate, they should contact the TEC Service Centre prior to making the purchase.

7.3. Courses

Gateway funding is not intended to pay for courses delivered by tertiary education organisations. Gateway learning and assessment should occur in the workplace where possible.

However, there are some circumstances 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
- when it is decided through discussion with the employer that the course is required and is therefore on the student's Gateway learning plan, or
- if the course is up to 3 days in duration or equivalent. Examples of such courses include SITESAFE, All Terrain Vehicle (ATV) training and Electrical Safety ticket.

Gateway funding should **not** be used for:

- 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 (such as heating, lighting and water), or
- paying a fee to an employer for a placement.

If schools are unsure if any expenditure of Gateway funding is appropriate, they should contact the TEC Service Centre prior to making the expenditure.

7.4. Establishment payment for new Gateway schools

Schools that are new to Gateway are eligible to receive an establishment payment of \$4,444 GST exclusive (\$5,000 GST inclusive) 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 (for example, computer equipment for Gateway staff)
- identifying suitable employers
- setting up systems for monitoring and reporting, and
- coordination costs such as professional development and additional training for coordinators.

7.5. Payment intervals and details

From January 2010, Gateway payments will be made in 12 equal monthly instalments during the year.

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 TEC to process and submit the first payment on time.

7.6. Programme occupancy

Gateway programmes must achieve an average occupancy level of at least 75% over the duration of the 2010 calendar year. This will be calculated by measuring throughput of students on the Gateway programme as a percentage of the funded Gateway places.

The TEC will be analysing programme occupancy at the end of Term two in 2010. If the number of learners in workplace learning at that time is significantly fewer than the number approved in a school's Investment Plan, the TEC may require an Investment Plan update to reduce the target number of placements and the maximum amount of funding payable.

Schools should contact the **TEC Service Centre** if placements are significantly below, or likely to be significantly below, numbers indicated in the Investment Plan to discuss a way forward.

7.7. Accountability for Gateway expenditure

Schools are no longer required to report to the TEC on Gateway expenditure. However, schools should refer to conditions **TRA017** and **TRA018** and rule **TRA025** on the **Gateway page** of the TEC website to ensure that they are spending their funding appropriately.

8. Administrative and operational requirements

8.1. Implementing the Electronic Receipting System for Gateway

The Electronic Receipting System (ERS) is an internet application developed by the TEC. It is accessed through standard browser software and used to complete and submit electronic enrolment, amendment, withdrawal and outcome forms.

ERS for Gateway will be progressively implemented over 2010. There will be three phases of implementation. They are shown below:

PHASE	DATE	ACTION
One	Feb 2010 through mid-2010	<ul style="list-style-type: none">Schools will continue to send Gateway enrolments and programme data to the Service

		<p>Centre.</p> <ul style="list-style-type: none"> • The Service Centre will enter enrolments into ERS on behalf of the school. • Schools will activate access to ERS through the ESAA Education Sector Logon to prepare for ERS data entry. • Schools will inform the Service Centre when they have completed the above steps and are ready to begin data input.
Two	Mid-2010 through Jan 2011	<ul style="list-style-type: none"> • Schools will begin entering enrolment, withdrawal and other programme data into ERS. <p>Note: The timing of Phase two will vary for individual schools depending on their readiness to implement ERS. However, all schools must complete Phase two by December 2010.</p>
Three	From Jan 2011	<ul style="list-style-type: none"> • The use of ERS for Gateway will be mandatory.

Schools in Phase two of the ERS implementation must retain all individual student files in order to allow verification of data in ERS against original files.

Schools must also ensure that the information submitted through ERS is complete and exactly as it appears on the original documents (except for the correction of obvious typographical errors which have been noted and corrected on the enrolment form).

When a student enrolment is submitted using ERS, the school must verify that the student declaration has been signed and sighted.

For detailed information on ERS see the Electronic Receipting System section on the TEC website.

8.2. Enrolments

All Gateway students must remain enrolled as full-time students of the school throughout the programme and the TEC is required to capture their details for programme reporting purposes. Schools must use the **Student Enrolment Form** for this. **Section 6** of this Handbook provides more information on student eligibility.

Schools in Phase one of the ERS implementation should scan and email, post or fax a completed **Student Enrolment Form** to the **TEC Service**

Centre when each placement is confirmed. Forms without a **named** employer will not be processed.

Schools in Phases two and three of the ERS implementation should continue to have students complete and sign a **Student Enrolment Form** prior to entering the data into ERS.

Schools are required to report student enrolments and withdrawals to the TEC within 5 working days.

Schools will need to retain a copy of the **Student Enrolment Form** as the student's indicative plan for Gateway for the academic year.

8.3. Gateway placement agreement

A written agreement should be signed by the school, employer and student before each placement begins. The **Gateway Placement Agreement Form** should be used for this and either:

- emailed to the **TEC Service Centre** for schools in Phase one of ERS implementation, or
- entered into ERS as soon as possible for schools in Phases two or three of ERS implementation.

8.4. Amendment of student details

An **Amend Student Details Form** is to be used when a student 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 form should either be:

- emailed to the **TEC Service Centre** for schools in Phase one of ERS implementation, or
- entered into ERS as soon as possible for schools in Phases two or three of ERS implementation.

8.5. Withdrawals

If a student leaves Gateway before the end of the year, a **Withdrawal Form** must be completed and either:

- emailed to the **TEC Service Centre** for schools in Phase one of ERS implementation, or
- entered into ERS as soon as possible for schools in Phases two or three of ERS implementation.

8.6. Enrolment in error

- If it is established that a student has been enrolled in error, the student must be withdrawn from the programme using the start date as the withdrawal date. The **Enrolment in Error form** should be

completed, signed and submitted to the **TEC Service Centre** for processing.

8.7. Student outcome forms

There are two forms that are used for recording labour market outcomes. These are:

- The **Three Month Student Outcome Form**. Schools should complete this form when a student is withdrawn during the year. The **Three Month Student Outcome Form** records individual outcomes 90 days from the withdrawal date and should either be:
 - emailed, faxed or mailed to the **TEC Service Centre** for schools in Phase one of ERS implementation, or
 - entered into ERS for schools in Phases two or three of ERS implementation.
- The Training Outcome Form is printed by the TEC and lists all remaining students in the programme at the end of the school year. The TEC will send the Training Outcome Form to schools for completion and return before the first week of March in the year following enrolment.

8.8. Industry names for Gateway placements

All placements are to be recorded using the list below. In order to record the placements, schools should select the industry name that aligns best with the industry units planned and record the industry names on the **Student Enrolment Form**.

For consistency, only the industry names listed below should be used. Any other industries or job areas should be recorded as “other”.

INDUSTRY NAMES FOR GATEWAY PLACEMENTS	
Agriculture (includes farming)	Hairdressing
Animal care (includes veterinary, animal control, equine)	Health
Aviation	Horticulture
Baking	Hospitality (includes chef/cooking)
Boat Building	Media

Building & Construction	Motor Engineering (includes automotive, panel beating, parts, motorcycle, heavy engineering)
Business Administration (includes clerical, office, reception)	Plastics
Computing	Plumbing
Contracting	Printing and Design
Dairy Manufacturing	Public Sector
Education (includes teacher aide, early childhood education, teaching)	Retail (includes pharmacy)
Electrical	Road Transport
Electricity Supply	Seafood
Engineering	Sport and Recreation
Food Processing (includes butchery)	Sports Turf
Forestry	Telecommunications
Furniture & Joinery	Tourism
	Other

If students are participating in more than one industry placement simultaneously, details of each placement should be recorded on the **Student Enrolment Form**. Students who have more than one industry placement should not be withdrawn and re-enrolled.

8.9. Credit achievement

Assessment of learning is a key component of Gateway. The TEC has an expectation that students participating in Gateway will achieve 10 credits on average. Students' credits for both achievement standards and unit standards should be recorded.

Schools may use the same reporting system for TEC that they use for NZQA when reporting the students' unit standard credit achievement. The

TEC is to be advised of credit achievement for each learner before the first week of March in the year following enrolment.

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 student at school covers the reporting of standards achieved on Gateway¹.

8.10. Memoranda of Understanding

For each accredited external provider there should be a Memorandum of Understanding (MOU) which identifies the responsibilities between the two parties i.e. the school where the student is enrolled and the external provider, which may include another school.

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
- clearly identify which party will send achievement information to NZQA

Some ITOs will have an MOU that schools can use. If not, NZQA can provide a sample which includes the moderation process.

8.11. New Zealand Qualifications Authority guidelines for reporting results from industry unit standards

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

Where the accredited body is submitting achievement data to NZQA, the submission of 'Not Achieved'² 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

¹ Where TEOs 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 TEOs at no direct cost to TEOs. This will not change until 2011 at the earliest.

² TEOs submitting 'Not Achieved' results will incur a separate credit fee charge.

8.12. 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.

8.13. Gateway marketing

The TEC's Gateway logo is available from the [TEC Service Centre](#) as a colour file. The Gateway logo should be displayed if a school develops its own promotional and advertising material.

Information on the correct use of the Gateway visual identity is available on the TEC website [here](#).

An information sheet describing the primary features of Gateway is available on the TEC website [here](#).

8.14. Reporting details

Note: All forms and templates for reporting purposes are available on the [TEC website](#).

Schools in Phase one of ERS implementation should continue to submit all forms to the TEC Service Centre:

email: <mailto:servicecentre@tec.govt.nz>

mail: TEC Service Centre

Private Bag 76928

Manukau City

Manukau 2241

fax: 09 262 2150

FORM	PURPOSE	NOTES	WHEN REQUIRED BY TEC
<i>Student Enrolment Form</i>	To enrol a student on the Gateway programme and to collect statistical data and placement details.	When a Gateway placement is confirmed, submit a completed Student Enrolment form. All of the student's information must be entered, including the NZQA or National Student Identity number so that credit achievement can be recorded.	When the Gateway placement is confirmed

		<p>This enables data collection and also serves to capture the learning plan the student wishes to complete.</p> <p>Schools should keep a copy for their records.</p>	
<i>Student Amendment Form</i>	To update student details, including changes in industry.		As the student's details change.
<i>Student Withdrawal Form</i>	To withdraw students from Gateway during the year.		Within 5 days of a student ceasing to participate in Gateway
<i>Three Month Student Outcome Form for students withdrawn before year end</i>	To gather labour market outcome information on students who have been withdrawn from the programme before the end of the year.	This information is collected three months after withdrawal.	Three months from withdrawal date.
<i>Outcomes form for students withdrawn at the end of the school year (form supplied at end of programme by TEC)</i>	To gather outcome information on students who have withdrawn from the programme at the end of the year.	<p>This is a computer-generated form supplied by the TEC with information on the destination of each student. The form should be completed three months after the end of the programme.</p> <p>Schools should hold documentation on outcomes and employer contact details for those students who move into employment.</p>	3 months (90 days) from end of the programme, and by the first week of March in the following year.

8.15. Submitting Student Outcomes

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

Schools must submit a Student Outcome result for all learners three months (90 days) after withdrawal from their programme. In the event that employment and further training outcomes remain outstanding 120 days

after a student 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.

9. 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 students including:

- information for schools who are new to Gateway or considering joining the Gateway programme
- the roles of different staff within a school
- the linking of student selection to careers advice, student 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.

9.1. New schools

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

Schools that are new to Gateway are eligible to receive an establishment payment of \$4,444 GST exclusive (\$5,000 GST inclusive) to assist with set-up costs of the programme. More information about the establishment payment is available in [section 7.4](#) of this handbook

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

It is likely that other schools in your area are already running a Gateway programme for students (see list of participating schools). The TEC encourages schools to work collaboratively with other schools in their area to ensure that schools support each other during the programme by sharing information and resources where appropriate. See [section 14](#) for more information on collaboration and networking among schools.

Gateway clusters are also currently operating in most parts of the country. Nearby schools that are already in the programme may be able to provide new schools with more information about local clusters.

Schools that are interested in joining the Gateway Programme should contact the [TEC Service Centre](#) in the first instance to discuss the initial steps to take towards joining the programme (including the development of an Investment Plan – see [section 5.2](#)).

9.2. Gateway roles

Principal and senior management role

Examples of ways that principals and senior management can ensure the success of the school's Gateway programme include:

- participating in the development of policy around the programme
- appointing suitable staff, providing support for the 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 caregivers, and other stakeholders
- working with Gateway staff to develop a budget to ensure the use of funding tagged for Gateway is fully utilised (conditions **TRA017** and **TRA018** on the TEC website outline the TEC's expectations for use of the funding)
- ensuring flexibility of school systems (such as timetables) to implement Gateway, and
- reviewing and renegotiating the Gateway programme annually.

The coordinator role

A Gateway coordinator is the person (or people) responsible for managing a school's Gateway 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 student group(s) involved in Gateway• credibility with teachers, students and parents• ability to form effective working relationships with teachers and students
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	<ul style="list-style-type: none">• knowledge of established networks in the

and credibility	wider community
Educational expertise; training and qualifications knowledge	<ul style="list-style-type: none"> • knowledge of competency-based assessment, the NQF, 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

9.3. Coordination tasks

While the approach to coordination will differ from school to school, the role involves some or all of the following tasks and activities:

- promoting and marketing the programme within the school, to parents/caregivers, employers, and other stakeholders
- recruiting or selecting students for the programme
- linking prospective Gateway students 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 student
- planning the assessment of student learning and obtaining learning and assessment materials
- preparing students for their placement, including obtaining equipment and clothing
- supporting the employer and workplace supervisor with the placement
- monitoring students' learning and welfare in the workplace
- facilitating student discussion to reflect on workplace learning and experiences, and
- administration (including reporting).

9.4. 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.

9.5. Involvement of teaching staff

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

10. Student selection and preparation

10.1. Selecting students for Gateway

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

Students 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.

10.2. Student selection process

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

- a) The school provides information and publicity about Gateway for students, parents and staff.
- b) Students apply to participate in Gateway knowing what is involved – the school may implement a formal application process for the programme, which could include involvement with parents or caregivers.
- c) A selection interview is held – this could involve staff such as the Careers Advisor and the year Dean.

- d) All selected or potential students are linked to career guidance and advice – this step can 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 students who are attracted to Gateway but do not yet have a clear career direction or industry of interest. Linking students to career guidance and advice should also help students who have several career options in mind with deciding upon their next step.

10.3. Preparing students for the placement

Schools can undertake a number of activities prior to the commencement of work placements to prepare students 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 student about transport arrangements
- providing (through the school or employer) special equipment such as safety equipment, tools or clothing
- accompanying the student on a pre-placement visit or on the first day of the placement, and
- ensuring the student participates in the company's briefing procedures, particularly regarding health and safety procedures.

11. Developing the Gateway learning plan

11.1. The Gateway learning plan

When a suitable placement has been found for a student, the school's Gateway coordinator needs to develop a learning plan. Ideally, this will involve the employer and the student 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 student's Gateway programme. It should also be aligned and integrated with the student's other subjects in order to further extend their in-school learning. Gateway learning should aim to be complementary to, but not duplicate any Student Tertiary Alignment Resource (STAR) or other careers funded courses (including Careers Grant) undertaken by the student.

11.2. Learning plan structure

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

- student 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, student and employer signatures.

11.3. Selecting qualifications and unit standards

When developing the learning goals and assessment to be covered by the student'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.

12. Employer role in learning plan development

Involving the employer in planning the student'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 student, and
- the workplace practices and activities relevant for the achievement of the student's learning goals.

12.1. 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 student, 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.

12.2. 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 (note that this stage may involve contacting the employer numerous times. Although this can be time consuming, it allows the coordinator to become familiar with the business and assess its suitability for the Gateway programme)	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 the employer's expectations, any specific requirements of the workplace or industry and the implications for the student(s) to be selected	
	ask whether the employer or likely supervisor wants to be involved in the selection of the student (for example, participate in an interview process)	
	discuss openly the health and safety expectations for students on Gateway, and check the employer's appreciation of the respective responsibilities	
	invite the employer to provide input into the development of the student's 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 student	
	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/supervisors 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/supervisor on how useful the placement has been to the student	
On completion of the work placement	seek feedback from the employer/supervisor on the student's learning and overall performance, and the support of the placement by the coordinator	
	ascertain the employer's interest in providing a placement for another student	
	formally thank the employer/supervisor and invite them to an end of year event (for example, a prize-giving or special luncheon) if appropriate	
	review the placement as part of seeking improvements for future placements in the same workplace or industry	

13. Stakeholder Engagement – a strategic approach for Gateway schools

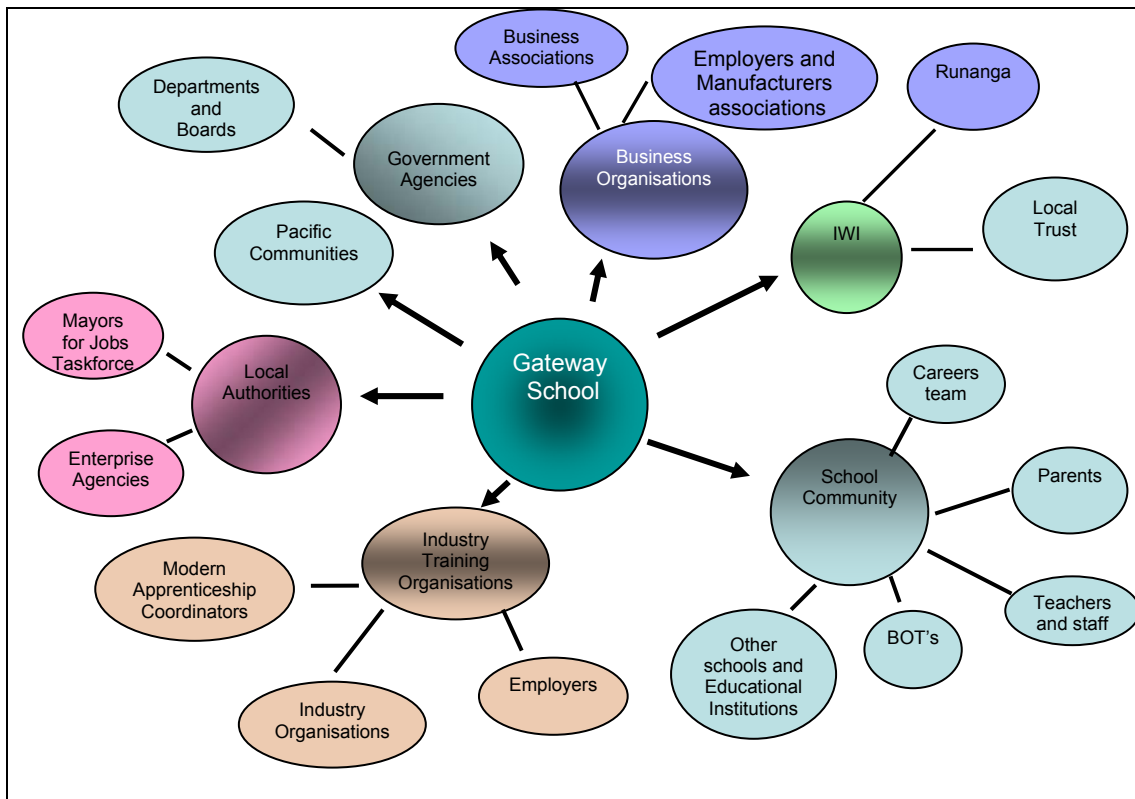
The process of identifying and engaging with stakeholders is vital for the development and growth of a school Gateway programme.

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.

13.1. Identifying key stakeholders

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



13.2. Benefits of stakeholder engagement

Engaging with stakeholders is beneficial in order to:

- identify new opportunities for placements and broaden opportunities for students
- 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.

14. Collaboration and networking among schools

14.1. 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
- schools negotiating geographical areas for the purposes of approaching employers, and
- schools clustering on a financial basis by combining resources to employ a work broker or administrative staff.

14.2. 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
- establishing a systematic approach to the electronic sharing of information and resources (such as video conferencing).

14.3. Fit with other programmes

Programmes such as STAR and Youth Apprenticeships are also currently available to students 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. More information on this type of training is available on the [Ministry of Education website](#).

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