Gateway Handbook

Read this document along with the information published on the Gateway pages of the TEC website.

Contents

Introduction

This handbook supports schools to administer and operate Gateway. It explains Gateway's key features, financial arrangements, and the Tertiary Education Commission's (the TEC's) fund requirements.

If there are matters not covered in this handbook, or you need further information about reporting or administration requirements, please contact the TEC Sector Helpdesk. The TEC Sector Helpdesk contact details are on the contact us page of the TEC website and in the reporting details section of this handbook.

Gateway background and purpose

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

The Gateway programme provides broader educational options and strengthens pathways for secondary school students to further education and training or employment. All state secondary, state-integrated secondary, and partnership schools/kura hourua with students at year 11 and above are eligible to apply for Gateway funding.

Structured workplace learning is a formal learning arrangement set in an actual workplace for a sustained period of time. The purpose is to provide opportunities to develop a clear understanding of the knowledge and skills required for future employment through achieving unit standards.

While students complete a work placement, they have their learning assessed against unit standards on the New Zealand Qualifications Framework (NZQF), which are integrated into their current programme of study.

Gateway encourages schools to develop and maintain relationships with other schools, industry training organisations (ITOs), and employers. Doing so will allow schools to better line up career pathways for students (including New Zealand Apprenticeships) and provide a broader range of opportunities for National Certificate of Educational Achievement (NCEA) achievement.

Gateway provides valuable learning and may lead to employment opportunities. Students can achieve specific vocational skills and benefit from making significant progress towards industry-recognised qualifications.

Collaborative arrangements among schools provide opportunities to share information and experience, and to engage effectively 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 also benefit from Gateway through improved relationships with schools, and by contributing to meeting local employment needs. In the longer term, Gateway offers employers the opportunity to recruit more efficiently and effectively, thereby contributing to increased productivity and an enhanced company skill base.

Key features and outcomes

Key features

Year 11 – 13 students are eligible to participate in Gateway (refer to the Student eligibility section of this Handbook for further information).

There is no cost to students who participate in Gateway.

A school can either directly manage its Gateway delivery or engage a broker to oversee all or part of the programme on its behalf.[1]

The work placement should be relevant to each student's learning and vocational goals.

Each student has their own individualised learning plan, which states the learning and assessment to be undertaken, and is integrated into their school-based learning to ensure coherence with their total programme

Each student's learning plan should be aligned to one of the six Vocational Pathways (as shown in the diagram below), if it is appropriate for the student's learning plan.

Students are placed 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 student formalise their understanding of what will occur by completing a Gateway placement agreement before the student begins the work placement.

Learning is usually assessed against NZQF unit 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). Gateway funding is not intended to be used to pay for courses delivered by Tertiary Education Organisations (TEOs) (see page 10).

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

Outcomes

Schools need to report the following outcomes to the TEC:

- educational achievement (this means unit standard credit achievement towards qualifications); and
- labour market and education outcomes, which includes employment or further education and training. ('Further education' includes continuing at secondary school).

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

The role of the TEC and other parties

The TEC

- administers Gateway funding and monitors the programme to ensure schools meet their contractual obligations;
- provides information (primarily through this handbook and the TEC website) to assist schools to enhance programme quality, including developing links with employer networks, staffing, student selection, individualised learning plans, and workplace assessment arrangements; and
- monitors Gateway programme performance through enrolment and credit achievement related to the programme.

The School

- selects eligible students to participate in Gateway and supports those students to achieve success through structured workplace learning and ensures there is coherence across the students total programme;
- develops effective relationships with employers and industries to support the student's work placement;
- arranges and supports the student's workplace learning activities, and manages 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 the funding conditions.

Employers

- provide a safe, supervised placement environment and deliver workplace learning; and
- may advise on learning content that will help make the learning as relevant as possible. This assists students in their future employment and career prospects.

Industry Training Organisations

- can provide information about suitable industry standards, assessment options, and support for Gateway. For example, the Building and Construction Industry Training Organisation (BCITO), among others, offers Gateway packages; and
- should be contacted directly for further information. There is an ITO contact list on the TEC website.

Student eligibility

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

International fee-paying students are ineligible for Gateway. To be eligible to enrol in Gateway, students must be:

- domestic, senior school students (years 11 to 13); and
- capable of undertaking a self-managed, structured work placement, and achieving unit standards in the workplace.

For more information on selecting students best suited to Gateway see the Student selection and preparation section of this handbook.

Funding letters / Investment Plans

Gateway funding continues to be managed through an agreement rather than through the Investment Plan process. Schools that only receive Gateway funding from the TEC are exempt from the Investment Plan process.

Schools that receive other funding from the TEC may still be required to have a current Investment Plan in place by 31 December of the year prior to the planned Gateway programme. Changes to the planning round introduced for 2017 Plans, exempts providers that receive less than $3 million from the Investment Plan process unless there are risk factors where a Plan would then be required. See TEC Website plan guidance for further information.

Funding Confirmation

Gateway funded schools received a funding allocation letter "2016 Gateway Funding Agreement" in Workspace 2. This package includes:

- a cover letter confirming that Gateway funding has been approved for the school;
- a guide to the funding confirmation; and
- the Funding Confirmation document which includes:
  - o the period for which the TEC has approved the organisation's funding;
  - o the amount of funding approved for the organisation;
  - o the conditions attached to the organisation's funding; and
  - o other provisions relevant to the organisation's receipt of funding.

The Gateway coordinators need to be familiar with the contents of these documents, not only to confirm the number of places for the school, but also as a reference for the conditions that apply to Gateway funding.

The funding confirmation guide and the fund specific conditions are included as appendices to this handbook.

Schools new to Gateway

Only state secondary schools, state integrated schools, and partnership schools/kura hourua are eligible to join the Gateway programme. Schools must continue to be a state, state integrated school or partnership school/kura hourua for the period of funding approval, as described in the funding

conditions.

Schools interested in receiving Gateway funding should complete and submit the New Schools application form to the TEC Sector Helpdesk. Please contact the TEC Sector Helpdesk to find out the submission deadline. The application form is available in the Resource centre on the TEC.

Other schools in a new school's area may already deliver Gateway programmes. The TEC encourages schools to work collaboratively and to share information and resources where appropriate. Further information is available in 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 programme set up costs. Further information is available in the Establishment Payment for New Gateway Schools section of this handbook.

Financial arrangements

Basis of payment

Gateway funding payment is based on the agreed number of places as stated in a school's Gateway Funding Confirmation document. Funding is payable for the number of eligible students enrolled in the programme up to the total agreed number of students. This is covered in the funding confirmation. Individual students may have more than one placement but the count against a school's allocation for funding purposes is on the number of distinct students, not the total number of placements that the school has reported.

Schools must use Gateway funds to help meet the schools costs, and the costs employers incur by arranging and managing structured workplace learning. Costs might include staff wages and/or the costs of relief staff, administration associated with Gateway, assessment, consumables, student transport, or workplace equipment and safety gear.

Recovery

If a school is funded for more places (students) than it delivers during a given year, the TEC will recover the amount of over-funding. Any funding recovery processes will occur in accordance with the Gateway funding mechanism as published on the TEC website.

Example: A school is funded for 20 Gateway places but only enrolls 18 students for the year:

- the TEC calculates the difference between the Gateway funding the school was approved to deliver, and the funding amount for the number of places enrolled;
- approved Gateway funding for 20 places is at the rate of $1,928.90 per place, which totals $38,578.00;
- the value of enrolments for 18 places is funded at the rate of $2,026.67 per place, which totals $36,480.00;
- the difference in funding that is to be recovered is $2,098.00.

A school may place additional students on the programme, over its total funded places. However, additional places will not attract any further funding.

Any school that considers making a formal request to increase the number of its funded places must meet the following criteria before making an application:

- programme enrolments must be at least 100% (all funded places enrolled);
- a minimum of 20 credits, on average, per student must have been achieved in the previous year; and
- the increase must be approved by the Principal and/or the Board of Trustees.

Capital items

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

Schools **cannot** use Gateway funding to purchase equipment for use by the whole school. Gateway funding is to be used to support the Gateway programme only. Schools unsure of what items can be purchased can contact the TEC Sector Helpdesk 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 Organisations, i.e. Private Training Establishments (PTEs), Universities, Institutes of Technology and Polytechnics (ITPs) or Wānanga. The Ministry of Education (MoE) makes STAR funding available to schools to enable them to better meet student needs when transitioning from school to further education and/or employment.

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 three days.

Examples of such courses would include all-terrain vehicle (ATV) training or an electrical safety ticket. This aligns with Gateway's purpose of being a unit standard credit based structured placement provided in a workplace.

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

- courses through TEOs[2] (other than for relevant short courses as described above);
- activities currently covered by other funding from a Crown source (including capital expenses that are not specifically to support the Gateway programme);
- charging for the Gateway coordinator's use of school space;
- charging for school office services, except where additional staffing resources are required 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.

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[2] Student participation on "module-based courses" is not an appropriate use of Gateway funding.

Schools that are unsure whether any part of their Gateway expenditure is appropriate should contact the TEC Sector Helpdesk for advice.

Establishment payment for new Gateway schools

Schools that are new to Gateway are eligible to receive an establishment payment of $4,444.00 (excl. GST) to assist with programme set-up costs. The set-up payment should be used for expenditure including:

- purchasing furniture and equipment to support Gateway delivery;
- identifying suitable employers;
- setting up monitoring and reporting systems; and
- coordination costs associated with professional development and additional coordinator training.

Schools 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 programme starting.

Payment schedule

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

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 paid on time.

Accountability for Gateway expenditure

Schools do not need to report Gateway expenditure to the TEC unless requested to do so under specific circumstances. However, schools must keep financial records and have sufficient information to ensure a balance of spending can be calculated at any time throughout the year (see funding conditions for more information).

Under section 159ZE (1) of the Education Act 1989 a school must ensure that:

(a) it keeps records, in a form consistent with that required by the TEC, for the period to which the Gateway funding relates, that fully and fairly show:
  (i) the transactions, assets, liabilities, and funds of the organisation that are or were affected by the funding; and
  (ii) whether any conditions on which the grant was made have been complied with; and
(b) the records are available for inspection by the TEC at all reasonable times.

The TEC has exempted schools from complying with the requirements specified in section 159ZE (2) and (3) of the Education Act 1989 in respect of the Gateway funding which would otherwise require schools to supply annual audited accounts.

Programme requirements

Programme enrolments

The programme delivery level is calculated from the number of students enrolled on the Gateway programme as a percentage of the funded Gateway places.

Schools are encouraged to contact the TEC Sector Helpdesk at any time during the year if enrolments are significantly below (or are likely to be significantly below) agreed numbers, to discuss options.

The TEC expects that schools will have enrolled at least 75% of funded places by the end of Term 2. This ensures that students have the opportunity for a sustained period on work placement, and to indicate to the TEC that the school is progressing towards all funded places being filled. Placements must be of sufficient duration to allow students time to develop the skill and knowledge levels required to be assessed against relevant unit standards and achieve the required credits.

The TEC uses the 75% benchmark as a basis for engagement with schools about how their Gateway delivery is tracking.

The TEC expects schools to fill 100% of their Gateway funded places by the end of the calendar year. If a school is funded for more places than it delivers during a given year, the amount over-funded will be recovered. This is discussed in more detail in the Basis of payment section of this handbook.

Performance against these delivery benchmarks is considered when making future funding decisions, although meeting the 75% benchmark at the end of Term 2 is not necessarily a guarantee of future funding.

Please note:

- full year enrolment/delivery levels will be taken into account when determining future funding; and
- achievement of these requirements does not guarantee approval of the same level of future funding.

Administrative and operational requirements

ESAA login

Access to TEC online systems is through the Education Sector Authentication and Authorisation (ESAA). It is the school's responsibility to ensure that appropriate staff have access to ESAA and ensure that they have approval to access Workspace 2. It is also the school's responsibility to keep its ESAA user information current and ensure it has access to cover staff absence.

Workspace 2

Workspace 2 is a secure online platform, which collects data and information from tertiary education organisations. All Gateway funded schools must use Workspace 2. Each school is set up with its own portal that it accesses through its ESAA login. These pages need to be checked regularly for updates as letters and funding documents will be posted there.

A Workspace 2 User Guide and instructional videos are available on the TEC website. These provide a general overview of the use of Workspace 2, and specific instructions on the steps for downloading

and uploading documents into and out of Workspace 2. Schools are reminded to use these whenever they experience problems. The TEC Sector Help Desk is also able to help. There is a training site being set up that allows staff to become familiar with the Workspace 2 operations.

Gateway data collection spreadsheets

Schools will be required to record enrolments on the Gateway Actuals reporting template. This sheet will be submitted twice a year through Workspace 2. These reporting templates will be made available on your school's Workspace 2 portal at the beginning of Term 1 and again at the beginning of Term 3.

General guidance on using Workspace 2, including the 'check out', 'check in' and 'submission' process is available at the links above.

When templates are submitted they go through a validation process which can take around 10 minutes. It is important to ensure that the template has changed status to 'submitted' under the 'Document Status' column: 'submitted pending validation' means the validation process is incomplete and you will need to check again later for confirmation. 'Submitted failed validation' means that there is a problem with some of the data. There will be an Excel report with the same template name but with the extension 'Validation result', which will highlight the cells with a problem and an error message. These errors need to be corrected on the actual template and the template resubmitted.

First report – Terms 1 and 2

The first submission date is the Friday of the first week of Term 3. The first report should cover all enrolments starting in Terms 1 and 2.

When completing the first data collection spreadsheet, do not include any placements that have a start date later than the last day of Term 2. If such placements are included, the report will not pass the validation process. Placements that have commenced, but not finished prior to the end of Term 2 should be included. However in this instance the placement end date field must be left blank, even if the end date is known.

Second report – Terms 1, 2, 3 and 4

The second reporting template covers the whole year of 2016, and must be submitted to the TEC as soon as Gateway enrolments for the year are completed, and not later than 20 December.

Please note the template should be a complete record of all Gateway enrolments for the year, including those reported in the first report for Terms 1 and 2. Copy and paste the information included in the first reporting template (covering Terms 1 and 2) into this template. Before submitting the second reporting template, ensure it includes all Gateway placements the school has delivered through Terms 1, 2, 3 and 4, and that the end date and 3-month outcome columns for 2016 are completed.

When copying and pasting Term 1 and 2 data into the second reporting template, you may wish to note:

- it may be easier to copy and paste data from your first template into the new blank template one column at a time; and
- if details of placements from Terms 1 and 2 have changed since you submitted the first

report these can be updated. Mistakes in the first report's data can be corrected when copying and pasting it into this new template – the data submitted through this template will constitute the final record of Gateway provision for the year. This is why it must include placements from Terms 1 and 2, as well as Terms 3 and 4.

Student outcomes

It is a TEC reporting requirement for schools to report the three-month outcomes of Gateway students.

In the first template the three-month employment and education outcomes will generally be 'Not applicable' but this is not a compulsory field for Terms 1 and 2 and can be left blank.

In the second reporting template, the three-month employment and education outcomes for each Gateway placement must be entered. This is done simply by choosing an option from the drop-down list for each column, 'Outcomes – Employment' and 'Outcomes – Education'.

It is important to add outcomes information for any of the placements copied and pasted from the reporting template for Terms 1 and 2.

As this second report is due to be submitted to TEC no later than 20 December each year, these fields will not be able to be completed for those learners whose placements finish within three months of the year's end. If it is known what a student will be doing by the time the three month mark comes around, the relevant option can be selected. Choose the "Not known" option for all students where the three month outcomes are not available.

As the outcome information becomes available after the submission date, the results can be updated by requesting that the template be released. While this data is not considered in allocating funding for subsequent years, it is important information for evaluating the impact of Gateway as a whole.

Schools must keep contact names and telephone numbers for all employment and further training outcomes submitted to the TEC. This is required under the funding conditions to enable verification of outcomes if required.

Teen parent unit reporting

The column headed 'Teen Parent Funding' only applies to schools that have a separate allocation for its Teen Parent Unit (TPU).

- Schools that don't have a TPU or have a TPU that uses the whole school allocation for Gateway must leave this column blank. When a 'yes' is entered in this column against any student, that student will not be counted against the school results.
- For schools with a separate TPU allocation all students are to be entered on the whole school template. A 'yes' entry in this column allows the TPU students to be counted separately.
- The funding confirmation letter will clearly identify schools with a separate TPU allocation.

Enrolments

All Gateway students must remain enrolled as students of the school throughout the programme. Students that are engaged in a secondary tertiary programme with tertiary providers are still eligible to participate in Gateway, provided they meet student eligibility and their participation in Gateway

supports the students learning plan. Gateway is to be delivered within the secondary component of the students' programme.

The TEC collects student details for programme reporting purposes. This information is gathered from the enrolment form schools are required to use. Further information is available in the student eligibility section of the TEC's website or this handbook. Schools failing to complete enrolment documentation will not be funded for those students, and the placements will not be counted towards the programme enrolments.

Schools must retain a copy of the student's enrolment form as each student's indicative plan for Gateway for the academic year.

Gateway placement agreement

A written agreement should be signed by the school, employer, and student before each placement begins. The placement agreement (available from the Gateway overview page on TEC's website) is to be used for this and kept with the enrolment form. This data is used to complete the Gateway Actuals template, which should be kept up to date. Enrolments are only counted where there are corresponding placement details.

Credit achievement

Assessment of learning is a key component of Gateway. The credit achievement expectation for Gateway is an average achievement of at least 20 credits on the NZQF per student. This average credit achievement data is used by the TEC to inform decisions regarding future Gateway allocations, along with other factors. The Gateway allocation and funding letter provides more information on this performance requirement, as well as setting out the other conditions of Gateway funding.

The 20 credit expectation for Gateway learners is a measure of a school's performance in delivering Gateway. The TEC measures this based on the average credits achieved by learners across a school's Gateway cohort. Therefore, not all students are required to achieve 20 credits – some learners may achieve less than 20 credits, while others may achieve more.

Credits that can be counted towards the 20 credit per learner average must form a cohesive part of the student's Gateway learning plan. For example, health and safety unit standards that support a student's plumbing work placement, or media studies achievement standards based on a student's placement with a local newspaper. If the student would have achieved the credits without participating in the Gateway programme, they should not be reported to the TEC as they cannot be counted towards the 20 credit per learner average.

Achievement standards can form part of a student's Gateway programme, and count towards the 20 credit per learner average, provided they meet the test outlined above.

Credits achieved through other funded initiatives, such as STAR, Trades Academies, or 3+2, should not be counted towards the student's Gateway programme credit achievement.

The TEC monitors school Gateway delivery volumes based on distinct places (eligible students). Some students will have more than one placement with different employers. Each of these placements will have a separate row on the actuals template for the same National Student Number (NSN). A school's credits per learner average is calculated based on the credits achieved by distinct learners, rather than credits achieved per placement.

Unit standards achieved on courses delivered by TEOs can be reported for Gateway if they meet the circumstances described in the [courses section](#) of this handbook. Module results will not be accepted.

Unit standards achieved on the Gateway programme 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 Gateway unit standard achievement reporting.[3]

The unit standards are reported on the 'Gateway Unit Standard Results – Actuals' template which is provisioned to each school's Workspace 2 early in Term 1. Schools are encouraged to maintain this template as results are achieved during the year. The final report must be submitted by the last Friday in February in the year following delivery.

Templates overview

All Workspace 2 templates are named with the following convention:

> Edumis No–Name of Template – Actuals–Date

Eg '999–Gateway – Actuals–08072016 ' is the template for a school with the Ministry of Education number '999' and should include enrolment data up to 8 July 2016.

Form	Purpose	Notes	When required
Gateway Actuals	The form records and reports on a school's delivery of Gateway by reporting on the enrolment of all Gateway students.	This form gathers the information required for validating enrolments, monitoring delivery, and the required statistical data for TEC reporting. Please note that you access the live version of this reporting template via Workspace 2.	You will only be required to submit this form twice, once by the first Friday of Term 3 to cover Terms 1 and 2, and then the last Friday of Term 4 to cover the full year's enrolments.

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[3] Where TEOs report Gateway results directly to NZQA, 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 providers.

Form	Purpose	Notes	When required
Enrolment form	To enroll a student on the Gateway programme and to collect statistical data and placement details. This form is required as evidence of a genuine enrolment.	Gateway student enrolment forms can be completed before arranging a placement, but enrolments should not be entered into the reporting template until the placement is confirmed. Enrolments are not valid without an associated work placement. Retain the hard copy of this form signed by the student on the student file. All of the student's information must be entered, including the NSN so that credit achievement can be recorded. This enables data collection and also serves to capture the learning plan the student wishes to complete. The form can be found on the resources section on the Gateway overview page on TEC's website.	On enrolment.
Gateway Learning Plan	To record details of a student's individual learning programme. Learning plans may form part of a TEC audit.	Development of the learning plan must involve the student to promote their commitment to the plan. The employer's input is essential and, where possible, subject teachers' involvement is desirable. The plan should demonstrate cohesion across the student's total school programme of learning. The plan becomes the tool for monitoring student progress.	On enrolment.
Gateway Placement Agreement	This form is required to record details of a placement and records the commitments made by all three parties.	Gateway Placement Agreement	Before the placement begins.
Gateway Unit Standard Results –Actuals	This template is used to record unit standards that students have achieved while on the Gateway programme.	The Template is made available on Workspace 2 early in Term 1 and can be updated throughout the year. It is only required to be submitted once. Each unit standard a learner achieves requires a separate row on the table with the learner's NSN in each row. Copy and paste the NSN for the number of rows required for the number of units achieved. The number of credits achieved is a key performance measure for Gateway and is used to inform future allocation of places.	This report is due on the last Friday in February of the year following delivery.

Memorandum of Understanding

Schools should have a Memorandum of Understanding (MoU) with each accredited TEO that is to be used for assessment of unit standards. It formalises the responsibilities between the two parties (i.e. the school where the student is enrolled and the external provider).

The purpose of each MoU is to:

- define the way in which the school will ensure that the required standards of training, 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 management action are identified; and
- clearly identify which party will send unit standard credit achievement information to NZQA.

Some ITOs will have a MoU that schools can use. NZQA can provide a sample MoU which includes the moderation process.

Reporting NZQA results for industry unit standards

Where assessment is provided by a TEO, the body that holds the 'Consent to Assess' is responsible for ensuring all information relating to unit standard credit achievement is sent to NZQA. Currently, some ITOs and TEOs allow schools to report credits.

Where the reporting body reports achievement data to NZQA, it should also report 'Not Achieved' results.[4] This needs to be clearly outlined in the MoU. Schools are also required to report "Not Achieved" results.

Workplace assessment

When a teacher assesses an industry-specific unit standard in the workplace, the relevant ITO's Accreditation and Moderation Action Plan (AMAP) requirements will remain in place. The AMAP will specify what the teacher must possess in terms of industry experience, qualifications, and knowledge of workplace assessment processes.

Communication

It is important that schools keep the TEC up to date with any staffing changes that could impact on the Gateway programme. Schools must keep the TEC informed whenever there is a change of principal. This is important as the principal has overall responsibility and signing authority for the school's Gateway programme.

Schools must also ensure that the TEC has current school email addresses. Email addresses that are linked to a position rather than a person's name ensure continuity. For example: GatewayCoord@zhs.school.nz or Principal@zhs.school.nz rather than using an individual's name.

Gateway marketing

Schools must use the Gateway logo for marketing the programme to prospective students, employers and the wider community. Its use must adhere to the conditions stipulated by the TEC. The Gateway logo is available from the TEC Sector Helpdesk as a colour file. It should be used if a school develops its own Gateway promotional and advertising material.

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[4] TEOs submitting 'Not Achieved' results will incur a separate credit fee charge.

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 Gateway's key features can be found on the [Gateway Information Sheet](#) and on the TEC website.

Reporting details

All forms and templates for reporting purposes are available either on the [Monitoring and Reporting](#) page of the Gateway section of the TEC website or can be downloaded from Workspace 2. All forms relating to delivery will be submitted through Workspace 2.

Staff involved in Gateway delivery and reporting require a basic working knowledge of Microsoft Excel in order to complete the reports. It is recommended that training be made available to any school Gateway staff that do not have experience in Excel.

For assistance with reporting or any aspect of Gateway email sectorhelpdesk@tec.govt.nz **or Phone:** 0800 601 301

Developing a quality Gateway programme

This section provides a range of ideas and practical suggestions to support schools to develop the quality of Gateway for students including:

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

Senior school management

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

- participating in programme policy development;
- 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 Gateway funding is fully utilised in accordance with funding conditions;
- working with staff to critically review and monitor performance;
- ensuring school systems are flexible enough to implement Gateway; and
- reviewing and renegotiating the Gateway programme annually.

Changes in Gateway staffing within a school can be disruptive if there is not planned transition to ensure continuity of delivery and meeting administration requirements. Where possible there should be backups of the key functions of Gateway staff to minimise disruption. For example, access to ESAA logins should be sufficient to cover staff absences at critical reporting times.

Coordinators

Gateway Coordinators are the people responsible for managing the programme. The coordinator role is pivotal to the school's programme success and is a key contributor to Gateway's implementation and management. 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	- 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	- experience working with businesses - knowledge of the local labour market - an understanding of the issues affecting structured workplace learning provision - ability to engage effectively with the business community
Community knowledge and credibility	knowledge of established networks in the wider community
Educational expertise; training and qualifications knowledge	- knowledge of competency-based assessment, the NZQF, ITOs, vocational and career pathways - knowledge of learning plan development and the Vocational Pathways - knowledge of workplace learning approaches and practices
Other skills and attributes	- 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 involves some or all of the following:

- promoting and marketing the programme both inside and outside of the school;
- 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 collaboration with the employer and the student;
- planning student assessments 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.

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. Activities can be divided into task areas. Advantages of a team approach include:

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

Involving 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 students' qualification achievements, teachers can effectively refer students who might benefit from participating in Gateway. Teachers can also assist with developing a suitable learning plan. The plan should ensure that the student's total learning programme, including Gateway, is aligned to the student's education goals.

Student selection and preparation

Selecting students for Gateway

It is advisable for schools to develop a selection policy for Gateway student recruitment and selection.

Students best suited to a work placement are:

- 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;
- capable of undertaking a structured work placement, and achieving credits in the workplace;
- reliable, with a good attendance record; and
- work-ready.

Student selection process

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

1. the school provides students with information about Gateway (this could include descriptions of potential Gateway programmes, and examples of student's success stories);
2. students apply to participate in Gateway, with a knowledge of what is involved;

3. a selection interview is held, which could involve staff such as the Careers Advisor and the year dean; and
4. all selected or potential students are linked to career guidance and advice.

Ensuring students are linked to careers guidance and advice will help students identify their pathway preferences along with the most suitable options for a work placement. Identifying short and longer term learning and career goals can help to focus students who are attracted to Gateway but do not yet have a clear career or study direction or industry of interest. The school's career guidance and advice can also assist students who have several career options in mind to decide on their next step. The Vocational Pathways can be used to support the student to have a coherent programme of learning.

Preparing students for the placement

Schools can undertake a number of activities prior to the commencement of a student's work placement to prepare them. These include:

- completing appropriate unit standards such as 497 Demonstrate Knowledge of Workplace Health and Safety;
- training in interview skills for a pre-placement interview with the employer;
- discussing workplace expectations 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 and on the first day of the placement; and
- ensuring the student participates in the company's briefing procedures, particularly regarding health and safety procedures.

Using the Literacy and Numeracy for Adults Assessment Tool

Schools are also encouraged to use the youth option of the Literacy and Numeracy for Adults Assessment Tool (Assessment Tool) to identify the literacy and numeracy needs of each student enrolled in a Gateway programme, and to measure the student's progress. Schools will already be focused on supporting these students to gain literacy and numeracy skills within the National Curriculum. The Assessment Tool provides another potential resource to assist schools in this focus.

The Assessment Tool is an online adaptive tool that provides robust and reliable information on the reading, writing and numeracy skills of adults. Schools can use the Youth assessment option, which is aimed at learners aged between 15 and 25 years of age, and was developed to improve engagement with younger learners who may not have been as familiar with the workplace contexts reflected in many adult assessment items.

The Assessment Tool informs the development of learning interventions that strengthen literacy and numeracy skills. Learners can track their progress over time and organisations can report on the progress made by groups or cohorts of learners.

To find out more about the Assessment Tool, visit the Literacy and Numeracy for Adults Assessment Tool web page on the TEC website, or the 'Assessment Tool Support' web page: www.literacyandnumeracyforadults.com.

Developing the Gateway learning plan

Gateway learning plan

When a suitable placement has been found, the Gateway coordinator will need to develop a learning plan, involving the employer and the student. It will encourage student engagement with the programme. Relevant subject teacher(s) can also provide guidance to the coordinator when developing the learning and assessment programme.

The learning plan clarifies both the work-based and school-based aspects of the student's Gateway programme, and can be aligned with one of the six Vocational Pathways. It should also be aligned and integrated with the student's other subjects in order to form part of a coherent and relevant curriculum package. The Vocational Pathways tools on the Ministry of Education website can help with curriculum design and careers advice.

Gateway learning plans may form part of a TEC audit.

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;
- relevant generic and industry specific unit standards (title, level, credit value, indicative assessment timeframe, assessment arrangements and assessment location);
- relevant Vocational Pathway and subjects being studied at school;
- supervisor name; and
- coordinator, student and employer signatures.

Selecting qualifications and unit standards

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

- identify and select unit standards that:
  - have a high and relevant workplace/assessment content;
  - lead to national certificates and higher qualifications;
  - maximise the alignment of the student's programme with the relevant Vocational Pathway;
  - build towards an industry training pathway.
- Find out from ITOs, other schools and employers which entry-level units are required by industry.

Alignment of Credit achievement to the Vocational Pathways

Where possible, credits making up Gateway programmes should be aligned to a Vocational Pathway, but this is not a requirement. Gateway fund settings only promote and encourage alignment to the Vocational Pathways. Credits can still count towards Gateway even if they are not part of a Vocational Pathway. This responds to concerns raised during the Review of STAR and Gateway consultation process that schools wanted to maintain flexibility to be able to provide some credits that may be outside the Vocational Pathways.

As Gateway programmes are vocationally focused, and Gateway is workplace-based, it would be expected that these programmes mainly deliver credits that are recommended by industries on the Vocational Pathways, which are now mapped for levels 1-3.

For more information on Vocational Pathways and standards within them, see the Ministry of Education's information and resources on Vocational Pathways.

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 secures employer commitment to the success of the placement. During the learning plan development, especially the workplace component, employer assistance should be sought for:

- selecting suitable unit standards that are achievable within the timeframes and resources available in the workplace;
- identifying assessments best conducted in the workplace;
- any specific expectations or requirements the employer has of the student; and
- the workplace practices and activities relevant to learning goals achievement.

Agreeing to 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 be flexible enough to be updated as the student develops and achieves their goals, or if the placement details change.

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, in order to work effectively with employers.

Stage	Task / conversation	Complete
Establishing the work placement	Explain Gateway's purpose as a programme for formal structured learning in the workplace to employers. This may involve explaining the difference between Gateway and work experience programmes that the employer or supervisor has supported previously.	
	Explain the approach to assessment and discuss the level of commitment the employer is expected to make.	
	Establish employer expectations, any specific workplace or industry requirements, and implications for the student(s).	
	Ask whether the employer wants to be involved in student selection.	

Stage	Task / conversation	Complete
Establishing the work placement (cont)	Discuss the health and safety expectations for students on Gateway, and check the employer understands the respective responsibilities.	
	Invite the employer to contribute to the learning plan development; including decisions about the most appropriate assessment methods.	
	Agree the dates, hours of work and placement duration; explaining that longer placements will be more beneficial for both 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 times.	
	Respond to employers promptly.	
	Be aware of potential staff changes and be prepared to brief new staff on the Gateway programmes purpose.	
	Provide on-going feedback to the employer on how useful the placement is to the student.	
On completion of the work placement	Seek feedback from employers on the student's learning and overall performance. Provide feedback on how useful the placement has been for the student.	
	Ascertain employer interest in providing a placement for other students.	
	Conduct a review of the placement with a view to improving 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:

- identifying 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.

Working with other schools in Communities of Learning, or Youth Guarantee networks, around the development of Gateway programmes and engagement with stakeholders, may support a community approach to Gateway provision. For further information on Communities of Learning in

your area, and support resources, see the Ministry of Education's website.

Identifying key stakeholders

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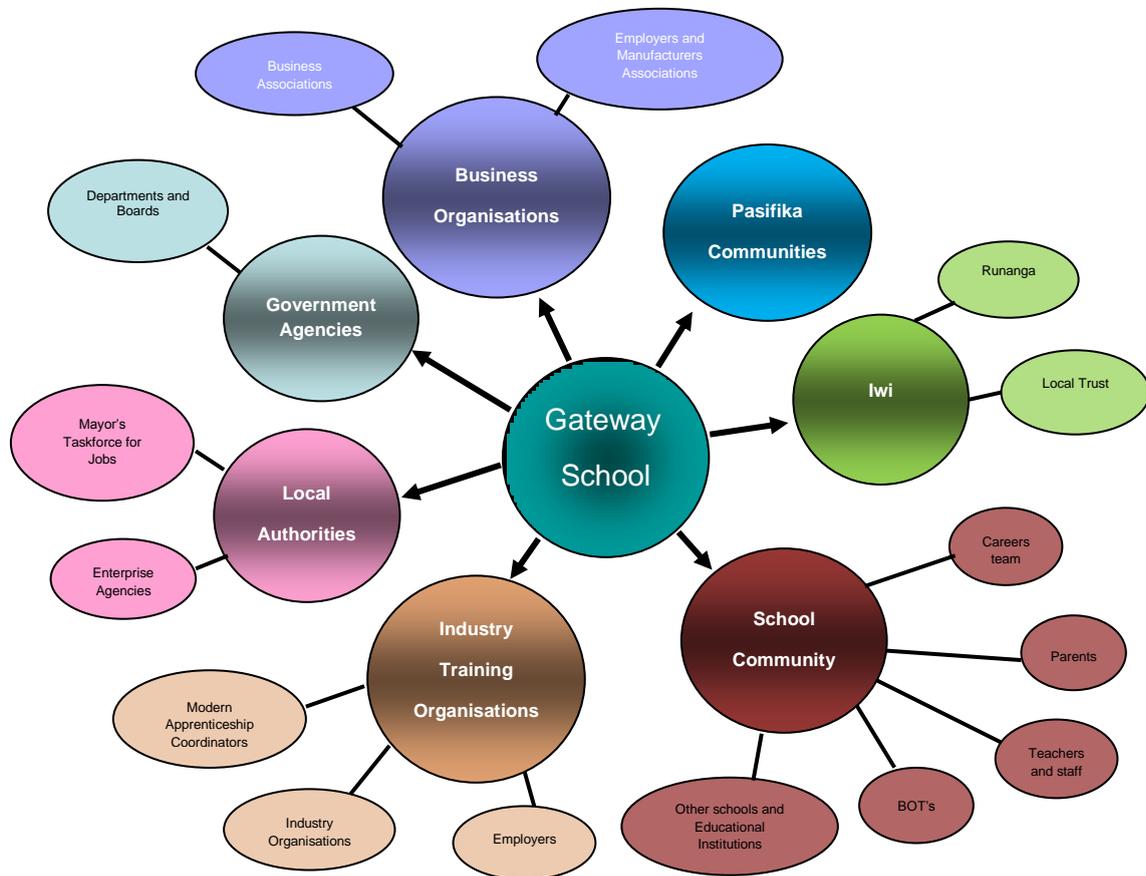
Benefits of stakeholder engagement

Engaging with stakeholders helps to:

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

Collaboration and networking among schools

Collaboration options

Schools located in close proximity, or that share a local labour market, may find it an advantage to adopt a collaborative approach to their Gateway programme development. This could be through a Community of Learning.

Some 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

Schools could also form a network, or use an existing Community of Learning. Some options for collaboration through networking include:

- schools located in a particular area could meet and share information, resources and offer mutual support;
- more experienced schools could pass their knowledge on to schools new to Gateway
- holding combined meetings to share information from ITOs, and assessor organisations; and
- establishing a system approach for electronic information and resource sharing (such as video conferencing).

Fit with other secondary tertiary initiatives

Initiatives such as STAR (through MOE) and Trades Academies (TEC/MOE) are also currently available to students at some secondary schools.

STAR resourcing may be used to support school and tertiary partnerships providing relevant learning experiences for secondary school students.

Further information on STAR is available on the MOE website.

Trades Academies support students who are interested in a career in trades or technology to access a number of options to study, and develop clear pathways to obtain vocational qualifications that are relevant in the workplace.

Further information on Trades Academies is available on the MOE website and the TEC website.

Vocational Pathways

The Vocational Pathways provide ways to achieve NCEA Level 2, the qualification considered as foundational for success in further education and work-based training. Vocational Pathways enable students to see how their level 2 study programme will lead to higher qualifications and future job opportunities, and how their achievement will be valued in the workplace.

Schools should align their Gateway programmes to the Vocational Pathways where appropriate. The ability for schools to have flexibility to include some learning outside of credits on the Vocational Pathways responds to concerns raised by schools during the Review of STAR and Gateway consultation process.

As Gateway programmes are vocationally focused, and Gateway is workplace-based, it would be expected that these programmes mainly deliver credits that are recommended by industries on the Vocational Pathways, which are now mapped for levels 1-3. The credits achieved within a Gateway

programme can also support students work towards achieving a Vocational Pathway Award, with their NCEA Level 2 qualification.   To achieve a Vocational Pathway Award in one of the six pathways, 20 credits should be drawn from the sector related credits within a Vocational Pathway. Gateway programmes provide a good opportunity for learners to gain these sector-related credits to support their NCEA achievement and their learning plan.

For more details on the Vocational Pathways, along with tools to plan and design programmes and help students to plan their future career opportunities, see the Ministry of Education's information and resources on Vocational Pathways and the Vocational Pathways Award.

The Vocational Pathways provide a useful tool for course planning to provide cohesive learning options that are recommended by industry. As part of its monitoring of Gateway performance, the TEC will monitor unit standards delivered for alignment with Vocational Pathways.

Health and Safety

Introduction
Student safety while on Gateway is paramount. The TEC encourages schools and employers to discuss health and safety management when a placement is arranged. In the Health and Safety at Work Act 2015 (HSWA), employers are referred to as "persons conducting a business or undertaking" (PCBU). While workplaces present a potential risk to health and safety, with due care and attention risks can be either eliminated or minimised.

Health and Safety at Work Act 2015
The HSWA specifies the requirements for workers and persons conducting a business or undertaking (PCBU). The HSWA specifically includes "a trainee; or a person gaining work experience" as a worker, and therefore includes Gateway students. The PCBU is the employer of the Gateway student.

Both PCBUs and students must be aware of, and able to comply with, their respective obligations under the HSWA.

The Gateway Placement Agreement records the employer's and the student's acknowledgement of their responsibilities under the HSWA. The written agreement between the school, employer and student should be signed as part of the Gateway Placement Agreement.

General requirements
Schools must be satisfied that the workplace environment is safe and appropriate for structured workplace learning, and ensure that student welfare and interests are protected. Schools must also be satisfied that each employer is aware of its health and safety obligations as stated in the funding conditions. The section on the school's responsibilities includes the following requirements in relation to health and safety. Schools must:

- ensure that each eligible student has the equipment necessary for his or her work placement, including tools, equipment, safety clothing and tuition material, at no cost to the student; and
- take all reasonable and practicable steps to ensure that each eligible student will be safe in his or her work placement; and

- monitor the safety of each eligible student in his or her work placement; and
- ensure that each employer is aware of its obligations as a PCBU and that the workplace is appropriate for structured workplace learning; and
- ensure that each eligible student is aware of his or her obligations as a worker.

The TEC advises schools to include relevant information about workplace health and safety in students' 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, the school's Gateway funding should be used to pay for these items as required. Schools should discuss appropriate clothing and equipment purchases with employers and/or ITOs as required.

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

Employer responsibilities
The HSWA states that the employer has the primary duty of care for the health and safety of workers. This requires the employer to:

- provide and maintain a work environment that is without risks to health and safety;
- provide and maintain safe plant and structures;
- provide and maintain safe systems of work;
- ensure the safe use, handling and storage of plant, structures and substances;
- provide adequate facilities for the welfare of workers in carrying out work for the business or undertaking, including ensuring access to those facilities;
- provide any information, training, instruction, or supervision that is necessary to protect all people from risks to their health and safety arising from work carried out as part of the conduct of the business or undertaking; and
- monitor the health of workers and the conditions at the workplace for the purpose of preventing injury or illness of workers arising from the conduct of the business or undertaking.

Student responsibilities
Under the new law, all students, as workers, are obliged to:

- take reasonable care of their own health and safety;
- take reasonable care that what they do or don't do doesn't adversely affect the health and safety of others;
- cooperate with any reasonable policies or procedures the business or undertaking has in place on how to work in a safe and healthy way; and
- comply with any reasonable instruction given by the business or undertaking so that they can comply with the HSWA and the regulations.

Further health and safety information and resources are available from Worksafe New Zealand website: http://www.business.govt.nz/worksafe/hswa.

Accident Compensation

If a student is injured while in the workplace, the Accident Compensation Corporation (ACC) will determine if it will be able to cover the injury. Workplace accidents involving Gateway students would not generally be counted against the employer's safety record.

Human Rights Act 1993

Human Rights Act 1993 applies to employers providing workplace learning, the student and the school. Employers must not discriminate against students in any way on any of the grounds prohibited in the Human Rights Act 1993.

An employer who breaches the HSWA or the Human Rights Act in respect of students may be held liable.

Vulnerable Children's Act 2014

Where Gateway students are placed in workplaces involving children, the Vulnerable Children's Act 2014 (VCA) requires those students to have safety checks. It is the responsibility of the workplace to ensure that these checks are carried out; however schools may choose to assist in this process to ensure placements go ahead smoothly.

The types of workplaces where safety checks are required are defined in Schedule 1 of the VCA.

Placing a student in a workplace does not require a safety check of all other workers at the workplace. The student has the status of co-worker; the employer is not deemed to be providing a service to children by having a Gateway student.

Refer to these links for more information:

- Safety checking vocational trainees
- Children's worker safety checking under the Vulnerable Children Act 2014

Appendix One: Gateway Fund-specific Conditions

Under the Education Act 1989 and the Determination of Design of Funding Mechanism: Gateway, schools receive Gateway funding as a Tertiary Education Organisation (TEO) and must comply with the following conditions on Gateway funding. The conditions set out below are also included in the Funding Confirmation Document.

The following Conditions apply to funding that is received from the Gateway Fund:

1. Organisation eligibility

To receive funding you must ensure that you meet and continue to meet the eligibility criteria for eligible organisations. An "eligible organisation" is an organisation which is:

(a) a state, state integrated, or partnership school/kura hourua New Zealand secondary school; and

(b) is quality assured by the Education Review Office.

2. Programme eligibility

To receive funding you must ensure that the Gateway programme of study or training in which an eligible student is enrolled meets and continues to meet the eligibility criteria for eligible programmes. An "eligible programme" is a programme which:

(a) has credits that contribute to the award of a NCEA and/or a qualification on the NZQF; and

(b) allows each eligible student to participate in structured workplace learning, including the assessment and recognition of that learning in the form of credits towards a NCEA and/or a qualification on the NZQF; and

(c) integrates workplace learning with each eligible student's wider course of study.

3. Student eligibility

To receive funding you must ensure that each student who is enrolled in a Gateway programme of study or training meets and continues to meet the eligibility criteria for being an eligible student. An "eligible student" is a student who is:

(a) a domestic student as defined in section 159 of the Education Act; and

(b) enrolled at a state, state integrated, or partnership school/kura hourua New Zealand secondary school; and

(c) year 11 or above; and

(d) capable of undertaking a structured work placement and achieving credits that contribute to the award of a NCEA and/or a qualification on the NZQF in the workplace.

4. Organisation responsibilities

You must:

(a) not use funding provided under this Funding Confirmation to fund:
   (i) the cost of school space; nor
   (ii) school office or administrative services other than services specifically for Gateway provision; and

(b) not charge a tuition fee, or course or equipment costs to an eligible student in Gateway for his or her programme of study or training; and

(c) ensure that each eligible student has the equipment necessary for his or her work placement, including tools, equipment, safety clothing and tuition material, at no cost to the student; and

(d) comply with all administrative requirements specified by us, including the administrative requirements specified in the TEC Gateway handbook; and

(e) take all reasonable and practicable steps to ensure that each eligible student will be safe in his or her work placement; and

(f) monitor the safety of each eligible student in his or her work placement; and

(g) ensure that each employer is aware of its employer obligations and that the workplace is appropriate for structured workplace learning; and

(h) ensure that each eligible student is aware of his or her obligations as an employee.

5. Access to and supply of information

(a) You must provide us with access to your premises, employees, and information for the purposes of:

    (i) inspecting the records that you must keep; and

    (ii) auditing your compliance with the conditions and requirements in the Education Act.

(b) You must supply to us information about each eligible student in accordance with the reporting requirements specified in the TEC Gateway handbook available on our website.

(c) You must ensure that each eligible student's credit achievement information is submitted to the New Zealand Qualifications Authority.

Appendix Two: Funding Confirmation Guide

Funding overview

TEC's funding functions

We are tasked with undertaking the following functions (among a longer list of functions) in relation to the allocation of funding to tertiary education organisations and other organisations such as yours:

- assessing proposed Plans or applications and deciding whether they will receive funding approval by applying the relevant assessment criteria;
- determining the amount of funding payable to organisations by applying the appropriate funding mechanisms; and
- allocating funding to organisations that have Plans or organisations such as yours that are exempt from the requirement to submit a Plan and instead provide an application.

Minister's funding mechanisms

The Minister for Tertiary Education, Skills and Employment determines the design of funding mechanisms that we must use to fund tertiary education organisations and other organisations such as yours by making funding determinations pursuant to section 159L of the Education Act 1989.

TEC implementing funding mechanisms

It is our role to implement the Minister's funding mechanisms. In accordance with section 159ZD of the Education Act 1989, we are able to give off-Plan funding approval subject to conditions, but only if the Minister has provided that:

- any or specified conditions may be imposed; or
- specified conditions must be imposed.

The statutory framework provides that if your organisation accepts the funding, it also accepts the funding conditions imposed by TEC. This means that your organisation is not required to confirm acceptance of the funding and funding conditions by signing and returning a copy of the Funding Confirmation.

Your funding confirmation package

Your funding confirmation package contains the following documents:

- a **cover letter** confirming that we have approved your organisation receiving funding;
- this **Funding Confirmation Guide**, which provides an overview of how to read your Funding Confirmation and how this ties in with the Education Act 1989; and
- your **Funding Confirmation**, which sets out the following details:
    - The Key Particulars table on the first page of the Funding Confirmation provides a snapshot of the details that your organisation needs to know about the funding we have approved your organisation receiving. This includes details of the funding period, the funds that your organisation is receiving funding from, and the amount of funding approved for your organisation.
    - Funding Confirmation terms and conditions. The main body of the Funding Confirmation sets out funding conditions and other provisions relating to your

organisation's receipt of funding. The funding conditions set out in this part of the Funding Confirmation apply to your organisation's receipt of funding from all funds named in your Funding Confirmation. The conditions are imposed pursuant to section 159YC(2) of the Education Act 1989.

- o Appendix 1: Overview of purpose of funding. This Appendix provides a brief overview of the purpose of the fund that your organisation is to receive funding from. This description is intended to give your organisation a sense of what your organisation is required to achieve with such funding.
- o Appendix 2: Funding. This Appendix provides a breakdown of funding that your organisation has been approved to receive. Additional funding provisions that apply either generally or in relation to funding received from a specific fund are also set out in this Appendix.
- o Appendix 3: Fund-specific conditions. This Appendix sets out any funding conditions that apply in relation to your organisation's receipt of funding from a particular fund. The conditions are imposed pursuant to section 159ZD(2) of the Education Act 1989.
- o Appendix 4: TEO-specific conditions. This Appendix sets out any funding conditions that apply in relation to your organisation's receipt of funding that are particular to your type of organisation, or to you. The conditions are imposed pursuant to section 159ZD(2) of the Education Act 1989.
- o Appendix 5: Performance commitments and requirements and minimum performance standards. This Appendix includes any minimum performance standards that your organisation must meet in relation to any funding you receive from an off-Plan fund. The minimum performance standards that relate to each fund are set out under the relevant heading for each fund.
- o Appendix 6: Contacts. This Appendix specifies the initial contact persons and their contact details.

Education Act 1989

In addition to the funding conditions set out in paragraph 3 and Appendix 3 of the Funding Confirmation, the Education Act 1989 also sets out a number of statutory conditions that apply to your organisation's receipt of funding. These conditions are set out in section 159YC(1) of the Education Act 1989. This condition relates to the supply of financial, statistical or other information to us or the Ministry of Education from time to time, as required by either of those organisations.

The Education Act 1989 also requires your organisation to comply with certain provisions that relate to accountability for funding. These provisions are set out in section 159YD of the Education Act 1989. This provision relates to record-keeping and reporting/provision of information.

Part 13A of the Education Act 1989 also provides statutory authority for us to take certain actions in respect of an organisation's receipt of funding, including suspending or revoking funding. Reference has been made to these provisions in the Funding Confirmation and the provisions as set out in the Education Act 1989 will be applied where applicable.

Accordingly, your Funding Confirmation should be read alongside your organisation's statutory obligations and our statutory authority in respect of such funding.

Appendix Three: Checklist for new and existing schools and Gateway coordinators

Task	Responsibility	Timeframe	Comments	Reference/Link/Handbook Page
Send bank details and completed authorised direct debit form to the TEC	New School	When funding is approved. This needs to be before the first payment is due on 1 January.	The TEC will send Provider Details and Bank Account forms (see link and attachment) to complete and return with a pre-printed /bank verified deposit slip.	Templates/Training- Provider-Details-Form/
Apply for ESAA Log-In to access Workspace 2	New School	As soon as the school has been advised that the application has been successful, and funding approved.	The School will need an ESAA Log-In with a role associated with access to Workspace 2. This is essential to receive funding notifications, report on enrolments and credit achievement as well as other information from TEC.	http://info.identity.education.govt.nz/esaa/
Respond to Gateway Funding Recovery letters	School Principal	End of January – Mid February.	Where funding recovery is due from under delivery of Gateway places for the previous year, a Funding Recovery letter will be sent. Schools must respond to this letter according to the information and timeline stated within.	Workspace 2 'Edumis- School Name – Recovery Required'
Allocation letters released	TEC – School Principal	July onwards.	Initial Allocation Letters will be on Workspace 2. Schools will have the option of requesting additional or reduced places.	Workspace 2 'Edumis- School name -

Task	Responsibility	Timeframe	Comments	Reference/Link/Handbook Page
Apply for a decrease in funded places	Gateway coordinator signed off by the Principal	Any time during the calendar year as soon as the school is aware that it will not be able to use its full allocation of places.	Contact the TEC via sectorhelpdesk@tec.govt.nz	Decrease form is found on: http://www.tec.govt.nz/Funding/Fund-finder/Gateway/Apply/ Please contact the TEC Sector Helpdesk in writing
Allocation Confirmed	TEC – School Principal	September onwards.	Gateway funding agreement letter posted on Workspace 2. The letter is the Funding Confirmation document specifying the number of places and amount of funding for the following year. This document has the fund specific conditions.	Workspace 2 'Edumis- School name – YYYY- Gateway Funding Agreement'
Complete all enrolment information, including learner work placements	Gateway Coordinator	Enter all enrolments as they occur.	All enrolments need to be recorded on the Gateway Actuals template spreadsheet. The TEC will consider the enrolment data at the end of Term 2 when making initial funding allocations for the following year. Enrolments are not valid until a work placement is confirmed for each learner.	Workspace 2 'Edumis- Gateway Actuals' Workspace 2 Guidance

Task	Responsibility	Timeframe	Comments	Reference/Link/Handbook Page
Enter learner End Dates & Outcomes for Employment and Education	Gateway Coordinator	As known.	End dates and outcomes are not required for submission of the Actuals template for Terms 1 & 2. These fields become mandatory for the final submission in December.	Workspace 2 template 'Edumis-**Gateway Actuals** date '
Submit Gateway Actuals Enrolments spreadsheet through Workspace 2	Gateway Coordinator	By Friday of the first week of Term 3 and then again by 20 December.	The Terms 1 & 2 submission must include all students that commence a placement on or before the last Friday of Term 1. Validation will fail if students are entered without placement details or if there is other missing information. The final December submission must include all the students for Terms 1 to 4. If the Terms 1 & 2 data is not copied into the final report it will indicate under-delivery and a funding recovery will be initiated. Check if your school has enrolled at least 75% of its funded Gateway places by the end of Term 2. (If funded for 20 places, then 15 enrolments would achieve the minimum requirement). The TEC may use the percentage of enrolments against the school's funded places to assist with decision-making on increasing or reducing the following year's funding allocation.	Workspace 2 template 'Edumis-**Gateway Actuals** date' See the Student outcomes section of this handbook and the 'instructions' tab on the template.

Task	Responsibility	Timeframe	Comments	Reference/Link/Handbook Page
Report learner outcomes	Gateway Coordinator	Learner Outcomes are required to be recorded as at 90 days after the student completed their placement.	Employment and education outcomes should be reported through the Gateway Actuals reporting template, due on Friday of the first week of Term 4. Outcomes reported as not known on the December return can be updated early in the following year by requesting that the template be released.	Workspace 2 template 'Edumis-**Gateway Actuals -** date '
Submit learner work placement unit standard results to the TEC	Gateway Coordinator	As known.	The unit standards are reported on the template which is provisioned to each school's Workspace 2 early in Term 1. Schools are encouraged to update the template throughout the year. The final report must be submitted by the last Friday of February in the year following delivery. NB. Check that you are only reporting results for students that are included on the Gateway-Actuals template.	Workspace 2 template 'Edumis-**Gateway Unit Standard Results** – Actuals - date'

Task	Responsibility	Timeframe	Comments	Reference/Link/Handbook Page
Update student outcomes	Gateway Coordinator	Up to end of March of following year.	Outcomes entered in the Gateway Actuals template submitted in December would have been based on student intentions or entered as 'Not Known'. Schools are encouraged to update the outcomes where you are aware of changes to outcomes entered or to update previous 'Not known' entries. This can be done at any time up to the end of March the year following delivery. While outcomes are not used as a performance indicator for individual schools they are critical as they provide an evaluation of the effectiveness of Gateway as a whole.	Workspace 2 template 'Edumis-**Gateway Actuals -** date '