

**Tertiary Education
Commission**
Te Amorangi Mātauranga Matua



Gateway Handbook

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Introduction

The purpose of this Gateway Handbook is to support schools with administering and operating their Gateway programmes. It explains Gateway's key features, financial arrangements, and the Tertiary Education Commission's (TEC's) fund requirements. For more information on the conditions of Gateway funding, please see [Funding conditions by year](#).

If there are matters not covered in this Handbook, or you need further information about reporting or administration requirements, please contact our Customer Contact Group on 0800 601 301 or customerservice@tec.govt.nz.

Gateway background and purpose

The purpose of Gateway funding is to enable secondary State schools, State-integrated schools and charter schools to give senior learners opportunities to access quality, structured workplace learning that is integrated with school-based learning.

Through Gateway, learners have their learning assessed in the workplace and can achieve credits towards the [National Certificate of Educational Achievement \(NCEA\)](#) or other qualifications on the [New Zealand Qualifications and Credentials Framework \(NZQCF\)](#). These credits may align to one or more [Vocational Pathways](#).

Background

Gateway is part of the Youth Guarantee set of initiatives, which support learners to achieve their NCEA Level 2. Gateway placements help learners to gain skills needed by industry through structured workplace learning, and transition into further study or employment. Schools are encouraged to ensure that eligible Gateway programmes align, where appropriate, to one or more of the following six Vocational Pathways:

- Primary Industries
- Service Industries
- Social and Community Services
- Manufacturing and Technology
- Construction and Infrastructure
- Creative Industries.

For more information, please see:

- [Vocational Pathways](#)
- [Vocational Pathways – Ministry of Education](#).

Structured workplace learning

Structured workplace learning is a formal arrangement set in an actual workplace for a sustained period. The purpose is to provide learners with opportunities to develop knowledge and skills required for future employment. A learner cannot complete their Gateway programme in a replica or simulated workplace through a tertiary education organisation (TEO), but only with a Gateway placement employer. Learners who participate in structured workplace learning may have their learning assessed against standards on the NZQCF that are integrated into their wider course of study.

Gateway placement employers

Gateway placement employers' 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 build youth employability skills, raise their profile locally and recruit efficiently and effectively, contributing to increased productivity and a skills-aligned workforce.

Eligible learners must not be paid by Gateway placement employers for undertaking a Gateway work placement.

Assessment in the workplace

Learners who participate in structured workplace learning may have their learning assessed against standards on the NZQCF. Standards are integrated into each learner's wider programmes of study and assessments must be directly attributable to learners' learning in the workplace. Learners can achieve credits, which may align to one or more Vocational Pathways, towards the NCEA or other qualifications on the NZQCF. Credits must not be achieved through other funded initiatives.

Schools are funded to coordinate learning and assessment activity to ensure learners' educational and employment needs are met.

Schools working together

Gateway encourages schools to develop and maintain relationships with other schools and organisations that arrange structured workplace learning, and with employers. This allows schools to line up career pathways for learners and provide a broad range of opportunities for learners to achieve credits towards their NCEA or other qualifications on the NZQCF.

Collaborative arrangements between schools provide opportunities to share information and experience, and to engage more effectively with the business community and other stakeholders.

Key features and outcomes

Key features

There is no cost to learners who participate in Gateway. Learners in Year 11 or above are eligible to participate in Gateway (for further information, see [Learner eligibility](#)). 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

Intent

Gateway should complement, but not duplicate, any [Secondary Tertiary Alignment Resource \(STAR\)](#) or other funded initiatives.

Gateway funding is not intended to be used to pay for courses delivered by TEOs.

Individualised learning plan

Schools must ensure that each eligible learner has an individualised learning plan that is integrated into their school-based learning to ensure coherence with their overall programme of study.

Following the diagram below, schools are encouraged to align each learner's individualised learning plan with one of the six Vocational Pathways.

Individualised learning plans should include details on:

- the standards that learners will complete;
- where and how learners will be assessed; and
- the credits they may achieve.

For more information, please see:

- [Vocational Pathways](#)
- [Vocational Pathways – Ministry of Education](#).



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

Work placement

Learners are placed with a Gateway placement employer that can deliver the learning plan. The work placement is for a sustained period to ensure planned learning goals are met. This may be weeks or months. The placement should be relevant to each learner's learning and vocational goals.

Gateway Placement Agreement

The school, the Gateway placement employer and the learner formalise their understanding of what will occur by completing a Gateway Placement Agreement before the learner begins the work placement.

Outcomes

Schools need to report the following outcomes to TEC:

- educational achievement (ie, credit achievement towards qualifications), and
- labour market and education outcomes, including employment or further education (ie, continuing at secondary school), and training.

The school report allows TEC to monitor Gateway performance and maintain a focus on programme quality.

In addition, we monitor whether a school has:

- aligned their Gateway programme and credits, where appropriate, to one of more of the six Vocational Pathways,
- learners participating in structured workplace learning, and
- learners achieving, on average, 20 credits towards their National Certificate of Educational Achievement (NCEA) or other qualifications on the New Zealand Qualifications and Credentials Framework (NZQCF).

The role of TEC and other parties

TEC

The TEC:

- administers Gateway funding and monitors the programme to ensure schools meet their contractual obligations,
- provides information about Gateway funding to assist schools, and
- monitors Gateway performance through delivery, outcomes and credit achievement.

Schools

The school:

- invites and selects eligible learners to participate in their Gateway programme,
- supports learners to achieve success through structured workplace learning,
- develops an individualised learning plan that is integrated into their school-based learning to ensure coherence with their overall programme of study,

- develops effective relationships with employers and industries to support the learner's work placement,
- arranges and supports the learner's workplace learning activities, and manages workplace assessment of that learning,
- collects and stores the Gateway Placement Agreement, and
- provides information to TEC in accordance with the reporting and monitoring requirements described in the [funding conditions](#).

For more information on school responsibilities, see the [Funding conditions by year](#).

Gateway placement employers

The Gateway placement employer:

- must provide a safe, supervised placement environment that adheres to the Health and Safety at Work Act 2015,
- must deliver structured workplace learning opportunities, and
- must not pay learners while on placement.

TEOs that offer work-based learning can provide information to schools about suitable industry standards, assessment options, and support for Gateway. A resource that provides industry-specific standards from different organisations is available from the [Careers and Transition Education Association NZ \(CATE NZ\)](#). Contact these organisations directly for further information.

School eligibility

To receive Gateway funding, schools must be and continue to be for the duration of the funding period:

- a secondary State school, State-integrated school, or charter school, and
- reviewed by the Education Review Office as part of their regular review programme.

Learner eligibility

Schools that receive Gateway funding must only use that funding for eligible learners.

To be an eligible learner, learners must be:

- a domestic student (as defined in section 10 of the Education and Training Act 2020),
- enrolled at a secondary State, State-integrated or charter school, and
- in Year 11 or above.

Eligible learners must not be paid by you or the Gateway placement employer for undertaking a Gateway work placement.

Schools must not use Gateway funding for learners who pay international learner fees.

We expect that learners enrolled in a Gateway programme will be capable of undertaking a self-managed, structured work placement, and achieving standards in the workplace.

Programme eligibility

Schools must ensure that Gateway funding is only used for a programme of study or training or a micro-credential that for the duration of the funding period:

- has credits that contribute to the award of the NCEA and/or another qualification on the NZQCF,
- allows each eligible learner to participate in structured workplace learning, including the assessment and recognition of that workplace learning in the form of credits (towards the NCEA or another Qualification on the NZQCF), and
- integrates workplace learning with each eligible learner's wider course of study.

Eligible learners enrolled in an eligible programme are expected, on average, to achieve 20 credits towards NCEA or another qualification on the NZQCF. They must achieve those credits through an eligible Gateway programme only, and not through other funded initiatives.

We encourage schools to ensure that eligible Gateway programmes align, where appropriate,

to one or more of the following six Vocational Pathways:

- Primary Industries
- Service Industries
- Social and Community Services
- Manufacturing and Technology
- Construction and Infrastructure
- Creative Industries.

Funding confirmation letters and Investment Plans

Gateway funding is managed through a funding agreement.

Schools that only receive Gateway funding from TEC are exempt from the full Investment Plan process. Schools that receive other funding from TEC may still be required to have a current full Investment Plan in place by 31 December of the year before the planned Gateway programme.

Funding confirmation

Gateway funded schools receive a funding confirmation letter in DXP Ngā Kete. This includes:

- a cover letter confirming that Gateway funding has been approved for the school,
- the period for which TEC has approved the school's funding,
- the amount of funding approved,
- the conditions attached to the school's funding, including regular reporting, and
- other provisions relevant to the school receiving funding.

The Gateway coordinators need to be familiar with the contents of the funding confirmation letter, not only to confirm the number of places for the school, but also as a reference for

the funding conditions that apply to Gateway funding.

For more information, see [Funding conditions by year](#).

Schools new to Gateway

Only secondary State, State-integrated and charter schools that are reviewed by the Education Review Office as part of their regular review programme are eligible to receive Gateway funding. Schools must continue to be secondary State, State-integrated or charter schools for the period of funding approval, as described in the [funding conditions](#).

If you would like to apply for Gateway funding for the first time please apply before 31 August using the [Gateway Funding Application Form \(DOCX 320 KB\)](#).

In September, we consider schools' applications for funding for the following calendar year.

For more details about how to apply, please contact customerservice@tec.govt.nz.

Other schools in a new school's area may already deliver Gateway programmes. We encourage schools to work collaboratively and to share information and resources where appropriate.

Establishment payment for new Gateway schools

If a school meets the school eligibility criteria and has not previously received Gateway funding from TEC, that school is eligible to receive an establishment payment set by us to assist with the costs of setting up their Gateway programme.

This payment can be used for expenditure including:

- purchasing furniture and equipment that is used for Gateway programme delivery,
- identifying suitable Gateway placement employers,
- setting up monitoring and reporting systems, and
- coordination costs associated with professional development and additional coordinator training.

To check whether your school is eligible to be part of the Gateway programme refer to [School eligibility](#).

For further information on Gateway eligibility and the establishment payment your school may be eligible to receive, please contact us on 0800 601 301 or customerservice@tec.govt.nz.

Financial arrangements

Basis of payment

Gateway funding payments are based on the agreed number of learner places outlined in the Gateway funding confirmation letter. Funding is payable up to the total agreed number of learners.

Funding rates

Gateway funding is allocated per learner place on a sliding scale. As the number of places at a school increases, the amount of funding per place decreases.

To see Gateway funding rates, please refer to [Funding rates by year](#). You will find the Gateway rates by navigating to the Gateway tab of the Funding rates spreadsheet for the relevant year.

For more information about your specific allocation, please contact customerservice@tec.govt.nz.

Use of funds

Gateway funds must only be used to meet the costs incurred by schools and Gateway placement employers when coordinating and managing Gateway programmes. Costs might include staff wages and/or relief staff, administration associated with Gateway, assessment, consumables, learner transport, or essential workplace equipment and safety gear.

Indicative allocation

Indicative allocations indicate the dollar value the TEC intends to fund a school in the following year. The allocation is generally based on a school's past delivery volumes and credit achievement outcomes. The methodology used to calculate the indicative allocation may change from time to time. For more detail on how we calculate schools' indicative allocation, see [Funding and payments – Gateway](#).

Reporting requirements – impact on future funding

If a school fails to complete the previous year's reporting obligations, or reports late, the following year's indicative allocation will be zero learner places.

Indicative allocations are available in June–July each year via the My Allocations and Payments app. They are not a confirmed allocation. Confirmation of your final allocation will be provided from October.

Increases to allocation

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

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

- Gateway programme delivery must be at least 100 percent (all funded places),
- a minimum of 20 credits, on average, per learner should have been achieved through a school's Gateway programme in the previous year, and
- the principal and/or the Board of Trustees must approve the increase.

Please note that meeting these criteria does not guarantee that we will approve additional funding.

For more information about your specific allocation, please contact customerservice@tec.govt.nz.

Decreasing your Gateway funding

If your school wishes to decrease its Gateway funding, email customerservice@tec.govt.nz with the subject line “Gateway [Year]: Request to decrease places”.

The email should include:

- how many places your school wishes to reduce the allocation by
- the year the decrease applies to
- evidence that the school principal has confirmed the request. “Evidence” could be:
 - the email has been sent by the principal
 - the lead contact/Gateway coordinator has forwarded an email from the principal, or
 - the lead contact/Gateway coordinator has attached an email from the principal.

Capital items

From time to time, you may purchase capital items using Gateway funding. Any items purchased must be used for eligible Gateway programme delivery (eg, new schools may wish to use part of their establishment payment to purchase computer equipment for the Gateway coordinator).

Gateway funding is for the Gateway programme only. Schools **cannot** use Gateway funding to purchase equipment for use by the whole school.

If you are unsure what items can be purchased, contact us on 0800 601 301 or customerservice@tec.govt.nz.

Courses offered by tertiary education organisations (TEOs)

Gateway funding must not be used to fund learner enrolment in courses delivered by TEOs (eg, private training establishments [PTEs], universities or wānanga), unless the course:

- is to equip learners with specific skills required for the work placement (such as food hygiene or electrical safety),
- is required by the Gateway work placement employer,
- is included in the learner’s individualised learning plan, and
- does not exceed three days in duration.

Unapproved uses for Gateway funding

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

- courses through TEOs² (other than for relevant short courses as described above),
- driver licence training, except where a learner is required to obtain a specific class of driver licence to complete the workplace learning programme,
- activities currently covered by other funding from a Crown source (including capital expenses that are not specifically to support the Gateway programme),

² Learner participation in “module-based courses” is not an appropriate use of Gateway funding.

- charging for the Gateway coordinator's use of school space,
- charging for school office or administrative services other than services specifically for Gateway programmes,
- paying levies for general school management and administration (eg, heating and lighting),
- paying a fee to a Gateway placement employer, or
- paying a learner.

For further information on activities and items that Gateway funding cannot be used for, please see [Funding conditions by year](#).

Schools that are unsure whether any part of their Gateway expenditure is appropriate should contact us for advice on 0800 601 301 or customerservice@tec.govt.nz.

Payment schedule

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

Payments are made by direct credit into a nominated school bank account. Schools will need to provide us with bank account details before the start of the school year. This will enable the first payment, including the establishment grant, to be processed and paid on time.

Accountability

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

Under clause 25(1) of Schedule 18 of the Education and Training Act 2020, a school must ensure that:

- 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:
 - the transactions, assets, liabilities, and funds of the organisation that are or were affected by the funding, and
 - whether any conditions on which the grant was made have been complied with.
- the records are available for inspection by the TEC at all reasonable times.

Recovery

If a school is funded for more learner places than it delivers during a funding year, TEC will recover the amount of over-funding. Any funding recovery processes will occur in accordance with the funding conditions.

Example (based on 2024 rates, excluding GST): A school is funded for 20 Gateway places but reports delivery of only 18 learners for the year:

- TEC calculates the difference between the Gateway funding the school was approved

- to deliver, and the funding amount for the number of places delivered,
- approved Gateway funding for 20 places is at the rate of \$2,178.15 per place, which totals \$43,563,
- the value of actual delivery for 18 places is funded at the rate of \$2,288.67 per place, which totals \$41,196, and
- the difference in funding to be recovered is \$2,367.

For more information on Gateway funding rates, please see [Funding rates by year](#).

Reporting requirements – impact on recovery

The value of delivery is based on what schools report in their end of year Gateway Actuals report. Late or inaccurate reports will impact the value, which we may recover from you. For example, if you do not submit your final report, we will base your delivery value on that reported in your mid-year report.

Programme requirements

Delivery volumes – 75 percent requirement

Schools should aim to have started placements for at least 75 percent of funded learner places by the end of the Term 2 holidays. This ensures that learners have the opportunity of a sustained period on work placement and indicates to TEC that the school is progressing towards filling all funded places. Placements need to be long enough to allow learners time to develop the knowledge and skills to recognise potential career pathways and successfully complete standards.

We use the 75 percent benchmark as a basis for engagement with schools about how their Gateway delivery is tracking.

We calculate the level of programme delivery from the number of learners reported in the Gateway Actuals reporting template as a percentage of the total funded Gateway places.

If reported delivery is significantly below (or is likely to be significantly below) agreed numbers, contact us to discuss options any time during the year on 0800 601 301 or customerservice@tec.govt.nz.

Schools should fill all learner places. If a school is funded for more places than it delivers during a given year, we will recover the amount of under-delivery. For more details, see [Basis of payment](#).

We consider performance against delivery benchmarks when deciding on additional funding requests. Meeting the 75 percent benchmark at the end of Term 2 is an indication of delivery and not a guarantee of additional funding.

Please note:

- full year delivery levels will be considered when determining future funding; and
- achieving these requirements does not guarantee approval of the same level of future funding.

Defining when delivery has occurred

We consider that delivery has occurred if:

- a learner completed a work placement,
- a learner withdrew from the Gateway programme to take up employment or tertiary training after 1 month's enrolment and before a work placement had occurred, or
- a Gateway placement employer withdrew from providing a work placement within 3 months of the proposed work placement start date.

Administrative and operational requirements

ESL login

Access to TEC online systems is through the Education Sector Logon (ESL). If your school does not have an ESL, you can follow the steps listed at [How to get an Education Sector Logon – Ministry of Education](#).

We recommend you register with a generic email address such as [admin@emailaddress.school.nz](#). This is so you can continue to access DXP Ngā Kete if a designated Gateway Coordinator leaves your school.

DXP Ngā Kete

DXP Ngā Kete is a secure online portal that allows tertiary education organisations (TEOs) to share data and information with TEC.

All Gateway funded schools are required to use DXP Ngā Kete. Each school is set up with its own portal, accessible through the ESL login. Check the portal regularly, as we will upload letters and funding documents there.

For a general overview of DXP Ngā Kete, see [DXP Ngā Kete](#). For user guides and specific instructions on downloading and uploading documents on DXP Ngā Kete, see [DXP Ngā Kete user guides](#). You can also contact our Customer Contact Group on 0800 601 301 or [customerservice@tec.govt.nz](#).

Gateway data collection spreadsheets

It is a condition of funding that schools report and submit delivery using the Gateway Actuals template. Submit this template twice a year (during Term 1 and at the beginning of Term 3) through DXP Ngā Kete. It is available on your school's DXP Ngā Kete portal.

When templates are uploaded, they are validated before they are available to submit. The process is complete when the template document status reads "Submitted".

Document status	Description
Draft	The template has been edited and uploaded by the provider, but not yet submitted.
Revise	The data submission has been submitted, but requires an amendment by the provider.
Under Review	The data submission has been submitted and is being reviewed by TEC.

Review Complete	The data submission has been reviewed.
Submitted	The data submission has passed validation and has been submitted.

First report – Terms 1 and 2 (including holidays)

The first submission date is the first Friday of Term 3. The first report should cover all delivery starting in Terms 1 and 2 (including the Term 2 holidays).

When completing the first data collection spreadsheet, do not include any placements that have a start date later than the last day of the Term 2 holidays. If you include such placements, the report will not pass the validation process. Include placements that have started but not finished before the end of the Term 2 holidays. However, leave the placement end date field blank, even if you know the end date.

Second report – Terms 1, 2, 3 and 4

The second reporting template covers the whole year and must be submitted by 20 December.

The template should be a complete record of all Gateway delivery for the year, including that submitted in the first report for Terms 1 and 2. Copy and paste the information in the first report into this template. Before submitting the second report, check it includes all Gateway placements the school has delivered through Terms 1, 2, 3 and 4, and that you have completed the end date and 3-month outcome columns.

When copying and pasting Term 1 and 2 data into the second report template, note that:

- it may be easier to copy and paste data from your first report 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, you can update these. You can also correct mistakes from the first report. The data submitted through the second template will constitute the final record of Gateway provision for the year.

Learner outcomes

We require schools to report the three-month outcomes of Gateway learners. We want to know if a learner has continued their education at school or if they have chosen employment.

In the first report template, the three-month employment and education outcomes will generally be “Not applicable”. This is not a compulsory field for Terms 1 and 2 and can be left blank.

In the second report template, you must enter the three-month employment and education outcomes for each Gateway placement. Choose an option from the drop-down list for the Outcomes – Employment and Outcomes – Education columns.

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

As the second report is due by 20 December each year, you will not be able to complete these fields for learners whose placements finish within three months of the year's end. If you know what a learner will be doing in three months, you can select the relevant option. Choose "Not known" for all learners where the three-month outcomes are not available.

As the outcome information becomes available after the submission date, you can update the results by asking for the report template to be released from DXP Ngā Kete. This data is important information for evaluating the impact of Gateway programmes.

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

Teen Parent Unit reporting

The Teen Parent Funding column only applies to schools that have a separate allocation for their 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.
- For schools with a separate TPU allocation, enter all learners on the whole school template. A "Yes" entry in this column allows the TPU learners to be counted separately.
- The funding confirmation letter will clearly identify schools with a separate TPU allocation.

Enrolments

All Gateway learners must remain enrolled as learners of their school throughout the programme. Learners who are engaged in a secondary tertiary programme with tertiary providers are still eligible to participate in Gateway. They must meet the learner eligibility criteria and their participation in Gateway needs to support their learning plan. Gateway is to be delivered within the secondary component of the learners' programme.

The Gateway Learner Enrolment Form can be found in the Resources section of [Gateway](#).

Privacy statement

Before or during the Gateway programme enrolment process, schools must provide eligible learners with a privacy statement about the collection and use of their personal information, and its disclosure to government agencies.

For more information please see:

- [Privacy statement requirements for TEOs](#), and
- [TEC template privacy statement](#)

Gateway placement agreement

A written placement agreement should be signed by the school, Gateway placement employer and learner before each placement begins. The agreement is available from [Gateway](#). It outlines responsibilities and commitments of each party.

Credit achievement

Workplace assessment of learning is a key component of Gateway. We use credit achievement to measure learner success and school performance in delivering Gateway. It is expected that, on average, eligible learners for whom schools receive funding under this funding mechanism will achieve 20 credits toward qualifications on the NZQCF or the NCEA. We use this average credit achievement data to inform decisions regarding future Gateway allocations, along with other factors. If credit achievement falls below the 20 credits expectation, we may engage with you to understand why. If it falls below 10 credits on average per learner, we will automatically reduce your future year's allocation by 25 percent.

We monitor this based on the average credits achieved by learners across a school's Gateway cohort (excluding those learners reported as having withdrawn after 1 month due to gaining employment or enrolment in tertiary education). Not all learners are required to achieve 20 credits – some learners may achieve less than 20 credits, while others may achieve more.

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

Credits must be achieved through an eligible Gateway programme only and not through other funded initiatives, such as STAR or Trades Academies.

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

Standards achieved on courses delivered by TEOs can be reported for Gateway if they meet the circumstances described in [Courses offered by tertiary education organisations \(TEOs\)](#). We will not accept module results.

Standards achieved on the Gateway programme count towards all relevant New Zealand Qualifications Authority (NZQA) qualifications, including NCEA, regardless of the reporting body.

The annual fee paid to NZQA for each learner at school covers Gateway unit standard achievement reporting.

The unit standards are reported on the Gateway Standard Actuals template, which is

provided to each school's DXP Ngā Kete in Term 1. We encourage schools to maintain this template as results are achieved throughout the year. The final report must be submitted by the last Friday in February in the year following delivery.

Report templates overview

All DXP Ngā Kete reporting templates are named with the following convention: *EDUMIS Number-YYYY-Name of Template*, eg, “999-2025-Gateway Actuals” is the template for a school with the Ministry of Education number “999”.

Note: The year in the template name always refers to the **reporting** year.

Report	Purpose	Notes	When required
Gateway Learner Enrolment Form	<p>Use the form to enrol a learner on a Gateway placement.</p> <p>This form is required as evidence of a genuine enrolment and may form part of a TEC audit.</p>	<p>Complete Gateway learner enrolment forms before arranging a placement. Keep the hard copy of this form signed by the learner on the learner file.</p> <p>Enter all the learner’s information, including the NSN, so that credit achievement can be recorded.</p> <p>The form can be found in the resources section of Gateway.</p>	<p>On enrolment. Keep for evidential purposes.</p>
Gateway Learning Plan	<p>The plan records details of a learner’s individual learning programme.</p> <p>Learning plans may form part of a TEC audit.</p>	<p>Involve the learner in development of the learning plan so that they are committed to the plan.</p> <p>The Gateway placement employer’s input is essential. Where possible, involve subject teachers.</p> <p>The plan should demonstrate cohesion across the learner’s total school programme of learning.</p> <p>The plan becomes the tool for monitoring learner progress.</p>	<p>On enrolment.</p>
Gateway Placement Agreement	<p>Use this form to record details of a placement and the commitments made by all three parties.</p>	<p>The form can be found in the resources section of Gateway.</p>	<p>Before the placement begins. Keep for evidential purposes.</p>

Report	Purpose	Notes	When required
Gateway Actuals	The template records and reports on a school's delivery of Gateway.	<p>This template gathers the information required for validating learners, monitoring delivery, and the required statistical data for TEC reporting.</p> <p>Please note, your template is available in DXP Ngā Kete, where you can update and save drafts to complete in your own time.</p>	You will only be required to submit this template twice, once by the first Friday of Term 3 to cover Terms 1 and 2, and then 20 December to cover the full year's delivery.
Gateway Standard Actuals	This template records unit standards that learners have achieved while on the Gateway programme.	<p>This template is made available on DXP Ngā Kete and only needs to be submitted once.</p> <p>Each standard a learner achieves requires a separate row on the table with the learner's NSN in each row.</p> <p>Copy and paste the NSN for the number of rows required, for the number of standards achieved.</p> <p>The number of credits achieved is a performance measure for Gateway and is used to inform future allocation of places.</p>	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 (ie, the school where the learner 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.

For more information about the moderation process, please contact [NZQA](#).

Reporting NZQA results for industry standards

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

Where the reporting body reports achievement data to NZQA, it should also report “Not Achieved” results.³ Schools are also required to report “Not Achieved” results.

Assessment in the workplace – teacher requirement

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

Communication

It is important that schools keep TEC up to date with any staffing changes that could impact the Gateway programme. Schools must inform us 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 TEC has current school email addresses. Email addresses that are linked to a position rather than a person’s name ensure continuity, eg, GatewayCoord@zhs.school.nz or Principal@zhs.school.nz rather than using an individual’s name.

Gateway marketing

Schools may use the Gateway logo for marketing the programme to prospective learners, Gateway placement employers and the wider community. To request a copy of the Gateway logo, email customerservice@tec.govt.nz or phone 0800 601 301. When using it, you must

³ TEOs submitting “Not Achieved” results will incur a separate credit fee charge.

follow the conditions we stipulate.

A colour version of the Gateway logo is also available from the TEC. It should be used if a school develops its own Gateway promotional and advertising material.

Reporting details

All templates for reporting purposes will be made available on DXP Ngā Kete. Submit all data relating to delivery through DXP Ngā Kete.

For assistance with reporting or any aspect of Gateway, email customerservice@tec.govt.nz or phone 0800 601 301.

Other secondary-tertiary funding

Secondary Tertiary Alignment Resource (STAR) fund

Schools can use the STAR fund (administered by the Ministry of Education) to support learners to transition to further study and employment.

Schools may use STAR funding to:

- provide flexible courses, including work-based learning where possible
- give learners opportunities to explore pathways to work or further education.

For more information on the STAR fund see [Secondary Tertiary Alignment Resource – Ministry of Education](#).

Trades Academy fund

Schools can use the Trades Academy fund (administered by the Ministry of Education, with payments to TEOs administered by the Tertiary Education Commission) to support learners who are interested in a career in trades or technology. It allows learners to access study options and develop clear pathways to vocational qualifications that are relevant in the workplace.

For more information on the Trades Academy fund, see:

- [Trades Academies – Ministry of Education](#)
- [Trades Academy funding](#).

Vocational Pathways

Vocational Pathways show what learning is valued in the real world by aligning standards that can be achieved through NCEA with six broad industry groupings:

- Primary Industries
- Service Industries
- Social and Community Services
- Manufacturing and Technology
- Construction and Infrastructure
- Creative Industries.

The Vocational Pathways have two main purposes:

- To help learners gain a better understanding of how the skills and knowledge gained through NCEA apply to the world of work
- To help teachers design programmes that are meaningful and valued by future Gateway placement employers.

Schools should align their Gateway programmes to the Vocational Pathways where appropriate.

As Gateway programmes are vocationally focused, and Gateway is workplace-based, we expect that schools' Gateway programmes mainly deliver standards that are included in the Vocational Pathways, which are now mapped for Levels 1 to 3. The credits achieved in a Gateway programme can also support learners to work towards a Vocational Pathways Award, with their NCEA Level 2 qualification. Once a learner has 60 credits from the recommended standards, including at least 20 credits from the sector-related ones, their NCEA Level 2 will be endorsed with the relevant Vocational Pathways Award or Awards. Gateway programmes provide a good opportunity for learners to gain these sector-related credits to support their NCEA achievement and learning plan.

For more details on Vocational Pathways, along with tools to plan and design programmes and help learners to plan their future career opportunities, see:

- [Vocational Pathways – Ministry of Education](#)
- [Vocational Pathways Award – Ministry of Education](#).

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

Health and safety

Schools and Gateway placement employers are expected to discuss health and safety management with each learner when a placement is agreed upon.

For more guidance on how schools and employers can ensure a safe working environment for learners, see resources on the WorkSafe website, such as:

[What is the primary duty of care?](#)

[Who or what is a PCBU?](#)

Appendix 1: Checklist for new and existing schools and Gateway coordinators

Task	Responsibility	Timeframe	Comments	More information
Send bank details and completed authorised direct debit form to TEC	New school	When funding is approved. This needs to be before the first payment due on 1 January	TEC will send provider details and bank account forms to complete and return with a pre-printed/bank verified deposit slip.	Please contact the TEC at customerservice@tec.govt.nz
Apply for ESL login to access DXP Ngā Kete	New school	As soon as the school has been advised that the application has been successful, and funding approved	<p>The school will need an ESL login with a role associated with access to DXP Ngā Kete.</p> <p>This is essential to receive funding notifications and report on delivery and credit achievement, as well as other information from TEC.</p>	Education Sector Logon
Respond to Gateway funding recovery letters	School principal	End of January to mid-February	<p>Where funding recovery is due from under-delivery of Gateway places for the previous year, we will send you a funding recovery letter.</p> <p>Schools must respond to this letter according to the information and timeline stated in it.</p>	DXP Ngā Kete ‘Edumis Standard Final Washup YYYY’
Indicative allocation email sent	TEC to school principal	June onwards	Schools will receive an email directing you to access the My Allocations and Payments app on DXP Ngā Kete to find out what your following year’s indicative allocation will be.	DXP Ngā Kete

Task	Responsibility	Timeframe	Comments	More information
Request 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	Please email customerservice@tec.govt.nz with evidence of the principal requesting the reduction in places.	Please contact the TEC at customerservice@tec.govt.nz
Final allocation confirmed	TEC to school principal	October onwards	<p>Gateway funding confirmation letter uploaded to DXP Ngā Kete.</p> <p>The letter is the funding confirmation document specifying the number of places and amount of funding the school will receive for the following year.</p> <p>This document has the fund specific conditions.</p>	DXP Ngā Kete : 'Edumis Funding Confirmation Letter YYYY'
Complete all delivery information, including learner work placements	Gateway coordinator	Enter all delivery as it occurs	All delivery needs to be recorded on the Gateway Actuals template or directly into the online webform.	DXP Ngā Kete : 'Edumis-YYYY-Gateway-Actuals-template.csv'
				DXP Ngā Kete assistance

Task	Responsibility	Timeframe	Comments	More information
Enter learner end dates and outcomes for employment and education	Gateway coordinator	As known	<p>You do not need to submit end dates and outcomes in the Actuals template for Terms 1 and 2 (including Term 2 holidays).</p> <p>These fields are mandatory for the final submission in December.</p>	DXP Ngā Kete : 'Edumis-YYYY-Gateway-Actuals-template.csv'
Submit Gateway Actuals data through DXP Ngā Kete	Gateway coordinator	By the first Friday of Term 3 and then again by 20 December	<p>The Terms 1 and 2 submissions must include all learners who begin a placement up to the last day of the Term 2 holidays.</p> <p>Validation will fail if learners are entered without placement details or if there is other missing information.</p> <p>The final December submission must include all the learners for Terms 1 to 4. If the Terms 1 and 2 data is not copied into the final report it will indicate under-delivery and we will initiate a funding recovery.</p>	<p>DXP Ngā Kete: 'Edumis-YYYY-Gateway-Actuals-template.csv'</p> <p>See:</p> <ul style="list-style-type: none"> • Learner outcomes • the instructions tab on the template.
Report learner outcomes	Gateway coordinator	Record learner outcomes as at 90 days after the learner completed their placement	<p>Report employment and education outcomes through the Gateway Actuals template, due on the first Friday of Term 4.</p> <p>Outcomes reported as not known on the December return can be updated early in the following year by requesting that the template be released.</p>	DXP Ngā Kete : 'Edumis-YYYY-Gateway-Actuals-template.csv'

Task	Responsibility	Timeframe	Comments	More information
Submit learner work placement standard results to TEC	Gateway coordinator	As known	<p>The standards are reported on the template which is made available on DXP Ngā Kete in Term 1.</p> <p>Schools are encouraged to update the template throughout the year.</p> <p>You must submit the final report by the last Friday of February in the year following delivery.</p> <p>Note: check that you are only reporting results for learners that are included on the Gateway Actuals template.</p>	DXP Ngā Kete : 'Edumis-YYYY-Gateway- -Standard-Results-Actuals-template.csv'
Update learner outcomes	Gateway coordinator	Up to end of March of following year	<p>Outcomes entered in the Gateway Actuals template submitted in December would have been based on learner intentions or entered as "Not Known".</p> <p>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 in the year following delivery.</p> <p>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.</p>	DXP Ngā Kete : 'Edumis-YYYY-Gateway-Actuals-template.csv'