



Gateway Handbook

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

Updated March 2023
Tertiary Education Commission
Te Amorangi Mātauranga Matua

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Introduction

This Handbook supports our schools to administer and operate Gateway. It explains Gateway's key features, financial arrangements, and the Tertiary Education Commission's (the TEC) fund requirements. Please refer to our [Funding Conditions](#) for the conditions on your funding.

If there are matters not covered in this Handbook, or you need further information about reporting or administration requirements, please contact us through the [contact us](#) page of the TEC website and in the [reporting details](#) section of this Handbook.

Gateway background and purpose

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

Background

Gateway provides valuable learning experiences and may lead to employment opportunities. Learners can achieve specific vocational skills and make significant progress towards industry-recognised qualifications.

Gateway provides broader educational options and strengthens pathways for secondary school learners to further education and training or employment. All State secondary and State-integrated secondary schools with learners at Year 11 and above are eligible to apply for Gateway funding.

Workplace learning

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

While learners complete a work placement, they may have their learning assessed against unit standards on the NZQCF. The unit standards are integrated into their programme of study.

Learning and assessment in the workplace

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

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

Schools working together

Gateway encourages schools to develop and maintain relationships with other schools organisations that arrange work-based learning, and employers. Doing so will allow schools to better line up career pathways for learners and provide a broader range of opportunities for NCEA.

Collaborative arrangements between schools provides opportunities to share information and experience, and to engage effectively with the business community and other stakeholders. Further information on collaborative arrangements is available in the [Collaboration and networking among schools](#) section of this Handbook.

Employers

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 recruit more efficiently and effectively, thereby contributing to increased productivity and an enhanced company skill base.

Gateway is not intended to be used as a way for learners to be paid while undertaking work-based learning with providers.

Key features and outcomes

Key features

There is no cost to learners who participate in Gateway. Year 11 to 13 learners are eligible to participate in Gateway (refer to the [learner eligibility](#) section of this Handbook for further information). 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 careers-funded courses.

Gateway funding is not intended to be used to pay for courses delivered by tertiary education organisations (TEOs) (see page 10).

Individual Learning Plan

Each learner should have their own individualised learning plan, that is integrated into their school-based learning to ensure coherence with their overall programme.

Following the diagram below, the learning plan should be aligned with one of the six Vocational Pathways and include their learning and assessment.

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



Work Placement

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

Gateway Placement Agreement

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

Outcomes

Schools need to report the following outcomes to the TEC:

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

The school report 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 about Gateway funding to assist schools; and
- monitors Gateway performance through delivery, outcomes and credit achievement.

The school:

- invites and selects eligible learners to participate in Gateway;
- supports learners to achieve success through structured workplace learning ;
- ensures coherence across the learners’ total programme;
- 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 assessment of that learning (in the workplace where possible);
- collects the Gateway Placement Agreement 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;
- deliver structured workplace learning opportunities;
- should not provide remuneration to learners while on placement; and
- may advise on content that will help make the learning as relevant as possible. This assists learners in their future employment and career prospects.

Work-based learning Tertiary education organisations that offer work-based learning can provide information to schools about suitable industry standards, assessment options, and support for Gateway. The Careers and Transition Education Association NZ ([CATE NZ](#)) website has a resource that provides industry-specific units from different organisations. These organisations should be contacted directly for further information.

Learner eligibility

To be eligible to enrol in Gateway, learners must be:

- a Domestic Student (as defined in section 10 of the Education and Training Act 2020 (the Act)); and
- enrolled at a State or State-integrated secondary school; and
- Year 11 or above.

International fee-paying learners are not eligible for Gateway. Please refer to the [Funding Conditions](#) for more information about fund eligibility settings.

The TEC expects that learners enrolled in Gateway will be capable of undertaking a self-managed, structured work placement, and achieving unit standards in the workplace.

For more information on selecting learners best suited to Gateway see the [learner selection and preparation](#) section of this handbook.

Funding letters / Investment Plans

Gateway funding is managed through a funding agreement.

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

Providers that receive less than \$3 million are exempt from the full Investment Plan process unless there are risk factors where a full Investment Plan would then be required. See [TEC Website plan guidance](#) for further information.

Funding Confirmation

Gateway funded schools receive a Funding Confirmation in Workspace 2. The Funding Confirmation includes:

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

The Gateway coordinators need to be familiar with the contents of the Funding Confirmation, 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.

The Funding Conditions can be found on the [TEC website](#).

Schools new to Gateway

Only State secondary schools and State-integrated schools that are quality assured by the Education Review Office are eligible to join Gateway. Schools must continue to be a State or State-integrated schools for the period of funding approval, as described in the [Funding Conditions](#).

Schools interested in receiving Gateway funding should complete the new schools [application form](#) and email to customerservice@tec.govt.nz. Please contact us to find out the submission deadline.

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. Further information is available in the [Collaboration and networking among schools](#) section of this Handbook.

Establishment payment for new Gateway schools

Schools that are new to Gateway are eligible to receive an establishment payment of \$4,444 (excl. GST) to assist with programme set up costs. The establishment payment can 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.

Further information is available in the [Establishment Payment for New Gateway Schools](#) section of this Handbook.

Financial arrangements

Basis of payment

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

Use of funds

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

Indicative allocation

Indicative allocations indicate the dollar value 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. More detail on how we calculate schools indicative allocation can be found in the [Funding Allocation section](#), under the Gateway fund, on the TEC website

Reporting requirements - impact on future funding

It is important to note that if a school fails to complete the previous year's reporting obligations, or reports late, the following years indicative allocation will be zero learner places. Indicative allocations are available in June-July each year via the Nga Kete funding app. They are not a confirmed allocation. Confirmation of your final allocation will be provided to schools from October.

Increases to Allocation

A school may place additional learners 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 should meet the following criteria before making an application:

- programme delivery must be at least 100% (all funded places);
- a minimum of 10 credits, on average, per learner should have been achieved in the previous year; and
- the increase must be approved by the principal and/or the Board of Trustees.

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

Capital items

From time to time, capital items may be purchased using Gateway funding. This purchase must support the Gateway programme delivery (e.g. 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. Schools unsure of what items can be purchased can contact the [us](#) to discuss.

Gateway funded short courses

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.

Other funding for TEO courses

Gateway funding is not intended to be used to pay for courses delivered by TEOs, i.e. private training establishments (PTEs), Universities, Te Pūkenga, or Wānanga. The Ministry of Education (MoE) makes [STAR](#) funding available to schools to enable them to better meet learner needs when transitioning from school to further education and/or employment.

Unapproved uses for Gateway funding

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

- courses through TEOs² (other than for relevant short courses as described above);
- general driver licencing courses;
- 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 or administrative services other than services specifically for Gateway provision;
- paying levies for general school management and administration (e.g. heating and lighting);
or
- paying a fee to an employer for a placement.

Schools that are unsure whether any part of their Gateway expenditure is appropriate should contact [us](#) for advice.

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 the TEC with bank account details prior to 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 sufficient 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 Act, a school must ensure that:

- (a) it keeps records, in a form consistent with that required by the TEC, for the period to which

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

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.

Recovery

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

Example (based on 2022 rates, excluding GST): A school is funded for 20 Gateway places but reports delivery of only 18 learners 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 delivered to;
- approved Gateway funding for 20 places is at the rate of \$2,018.95 per place, which totals \$40,379;
- the value of actual delivery for 18 places is funded at the rate of \$2,121.33 per place, which totals \$38,184; and
- the difference in funding that is to be recovered is \$2,195.

Reporting requirements - impact on recovery

The value of your delivery is based on what school's 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 midyear report.

Programme requirements

Programme delivery

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

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

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

Schools are encouraged to contact the [us](#) at any time during the year if reported delivery is significantly below (or are likely to be significantly below) agreed numbers to discuss options.

Schools should fill all learner places. If a school is funded for more places than it delivers during a given year, the amount of under-delivery will be recovered. This is discussed in more detail in the

[Basis of payment](#) section of this Handbook.

Performance against delivery benchmarks is considered when making additional funding request decisions. Meeting the 75% 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 taken into account when determining future funding; and
- achievement of these requirements does not guarantee approval of the same level of future funding.

Defining when delivery has occurred

Delivery is considered to have occurred if a learner is reported as having:

- completed a work placement; or
- a learner withdrew from the gateway programme after 1 month enrolment and before a work placement had occurred (withdrew to take-up employment or tertiary training); or
- an 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 Login \(ESL\)](#). It is the school's responsibility to ensure that appropriate staff have access to ESL and authorization to access Workspace 2. It is also the school's responsibility to keep its ESL user information current and ensure it has access to cover staff changes or absence.

Workspace 2

Workspace 2 is a secure online platform, which collects and communicates data and information from TEOs. All Gateway funded schools are required to use Workspace 2. Each school is set up with its own portal, accessible through the 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 Workspace 2, and specific instructions on steps for downloading and uploading documents on Workspace 2. Schools are reminded to use these instructions whenever they experience problems. The [Customer Contact Group](#) 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

It is a condition of funding that schools report and submit delivery using the Gateway Actuals reporting template. This report is submitted twice a year through Workspace 2. The reporting template is made available on your school's Workspace 2 portal during Term 1 and again at the beginning of Term 3.

When templates are submitted by schools, they go through a validation process which can take around 10 minutes. It is important to ensure that the template has changed status under the

‘Document Status’ column to ‘Submitted.’

‘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 (including holidays)

The first submission date is the Friday of the first week 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 Term 2 holidays. 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 holidays 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 and must be submitted not later than 20 December.

The template should be a complete record of all Gateway delivery for the year, including those submitted in the first report for Terms 1 and 2. Copy and paste the information included from 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 the end date and 3-month outcome columns are completed.

When copying and pasting Term 1 and 2 data into the second report template, consider the following information:

- 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 these can be updated. Mistakes in the first report can be corrected when copying and pasting into this new template. The data submitted through the second template will constitute the final record of Gateway provision for the year.

Learner outcomes

It is a TEC requirement that schools 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, 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 first reporting for Terms 1 and 2.

As the second report is due to be submitted to us 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 learner will be doing in three months, the relevant option can be selected. Choose the "Not known" option for all learners 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 report template be released from Workspace 2. 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 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.
- For schools with a separate TPU allocation, all learners are to be entered 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 learner eligibility and their participation in Gateway needs to support their learning plan. Gateway is to be delivered within the secondary component of the learners' programme.

Gateway placement agreement

A written placement agreement, available from the [Gateway overview page](#) on TEC's website, should be signed by the school, employer, and learner before each placement begins. This agreement outlines responsibilities and commitments of each party. This data is used to complete the Gateway Actuals template.

Credit achievement

Assessment of learning is a key component of Gateway. We use credit achievement to measure learner success and school performance in delivering Gateway. The credit achievement expectation for Gateway is an average achievement of at least 20 credits on the NZQCF per learner. This average credit achievement data is used by the TEC to inform decisions regarding future Gateway allocations, along with other factors. If credit achievement falls below the 20-credit expectation, we may engage with your school to understand why. If credit achievement falls below 10 credits on average per learner, we will automatically reduce your future years allocation by 25%.

We measure 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). Therefore, 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 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 unit 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 therefore should not be reported to the TEC.

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

The TEC monitors school Gateway delivery volumes based on distinct places (eligible learners). Some learners will have more than one placement with different 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.

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 learner at school covers Gateway unit standard achievement reporting.

The unit standards are reported on the 'Gateway Unit Standard Results – Actuals' template, which is provisioned to each school's Workspace 2 in Term 1. Schools are encouraged 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 Workspace 2 reporting templates are named with the following convention:

- Edumis Number–Name of Template – Actuals–Date.

Eg '999–Gateway – Actuals–21072023 ' is the template for a school with the Ministry of Education number '999' and should include delivery data up to 21 July 2023.

Report	Purpose	Notes	When required
Gateway Actuals	The form records and reports on a school's delivery of Gateway.	This report template gathers the information required for validating learners, 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 delivery.
Enrolment form	To enrol a learner on the Gateway. This form is required as evidence of a genuine enrolment and may form part of a TEC audit.	Gateway learner enrolment forms should be completed before arranging a placement. Retain a copy of this form signed by the learner on the learner file. This can be a hard or digital copy. All of the learner'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 learner wishes to complete. The form can be found on the resources section on the Gateway overview page on TEC's website.	On enrolment. Keep for evidential purposes.
Gateway Learning Plan	To record details of a learner's individual learning programme. Learning plans may form part of a TEC audit.	Development of the learning plan must involve the learner 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 learner's total school programme of learning. The plan becomes the tool for monitoring learner progress.	On enrolment.
Gateway Placement Agreement	This form is required to record details of a placement and the commitments made by all three parties.	Gateway Placement Agreement	Before the placement begins. Keep for evidential purposes (hard or digital copy).

Report	Purpose	Notes	When required
Gateway Unit Standard Results – Actuals	This template is used to record unit standards that learners have achieved while on the Gateway programme.	The template is made available on Workspace 2 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 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 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.

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 TEOs allow schools to report credits.

Where the reporting body reports achievement data to NZQA, it should also report ‘Not Achieved’ results.³ 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 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.

³ TEOs submitting ‘Not Achieved’ results will incur a separate credit fee charge.

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 learners, employers and the wider community. Its use must adhere to the conditions stipulated by the TEC. The Gateway logo is available from the [us](#) as a colour file. It should be used if a school develops its own Gateway promotional and advertising material.

Reporting details

All forms and templates for reporting purposes are available on Workspace 2. All forms relating to delivery should 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 [us](#) or
Phone: 0800 601 301**

Fit with other secondary tertiary initiatives

Initiatives such as [STAR](#) (through MoE) and [Trades Academies](#) (TEC/MoE) are also currently available to learners at some secondary schools.

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

Further information on STAR is available on the [MoE website](#).

Trades Academies support learners 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 learners 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 to 3. The credits achieved within a Gateway programme can also support learners 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 Vocational Pathways, along with tools to plan and design programmes and help learners to plan their future career opportunities, see the MoE's information and resources on [Vocational Pathways](#) and the [Vocational Pathways Award](#).

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

Health and Safety

In the Health and Safety at Work Act 2015 (HSWA), employers are referred to as “persons conducting a business or undertaking” (PCBU), as defined in section 17 of the HSWA. Schools and employees 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, they can visit resources on the Worksafe New Zealand website, such as understanding [primary duty of care](#) and [more information about PCBUs](#).

Appendix 1: Gateway Fund-Specific Conditions

A link to the current Gateway specific funding conditions can be found here:

- [Funding conditions by year](#)

Appendix 2: 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 due on 1 January.	The TEC will send provider details and bank account forms to complete and return with a pre-printed/bank verified deposit slip.	Customer Contact Group
Apply for ESL 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 ESL log-in with a role associated with access to Workspace 2. This is essential to receive funding notifications, report on delivery, and credit achievement as well as other information from TEC.	About ESL
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 email sent	TEC – school principal	July onwards.	Schools will receive an email directing you to access Nga Kete to find out what your following years indicative allocation will be.	Nga Kete

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 customerservice@tec.govt.nz	Please contact the Customer Contact Group 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 delivery information, including learner work placements.	Gateway coordinator	Enter all delivery as it occur.	All delivery needs to be recorded on the Gateway Actuals template spreadsheet. The TEC will consider the delivery data at the end of Term 2 holidays when making initial funding allocations for the following year.	Workspace 2 'Edumis- Gateway Actuals' Workspace 2 Guidance
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 and 2 (including Term 2 holidays). These fields become mandatory for the final submission in December.	Workspace 2 template 'Edumis- Gateway Actuals date'

Task	Responsibility	Timeframe	Comments	Reference/Link/Handbook Page
Submit Gateway Actuals spreadsheet through Workspace 2.	Gateway coordinator	By Friday of the first week of Term 3 and then again by 20 December.	<p>The Terms 1 and 2 submission must include all learners that commence 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 a funding recovery will be initiated.</p>	<p>Workspace 2 template 'Edumis-Gateway Actuals date'</p> <p>See the learner outcomes section of this Handbook and the 'instructions' tab on the template.</p>
Report learner outcomes.	Gateway coordinator	Learner outcomes are required to be recorded as at 90 days after the learner completed their placement.	<p>Employment and education outcomes should be reported through the Gateway Actuals reporting template, due on Friday of the first week 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>	<p>Workspace 2 template 'Edumis-Gateway Actuals - date'</p>
Submit learner work placement unit standard results to the TEC.	Gateway coordinator	As known.	<p>The unit standards are reported on the template which is provisioned to each school's Workspace 2 in Term 1. Schools are encouraged to update the template throughout the year.</p> <p>The final report must be submitted by the last Friday of February in the year following delivery.</p> <p>NB: check that you are only reporting results for learners that are included on the Gateway-Actuals template.</p>	<p>Workspace 2 template 'Edumis-Gateway Unit Standard Results -Actuals - date'</p>

Task	Responsibility	Timeframe	Comments	Reference/Link/Handbook Page
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'. 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.</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>	Workspace 2 template 'Edumis- Gateway Actuals - date'