



2015 STP Reporting Guidance

For further assistance regarding the STP Reporting requirements, please contact Trades.Academy@education.govt.nz
Tertiary Lead providers may also contact Sue.McLeish@tec.govt.nz for further assistance.

1. Quantitative Reporting Supporting Information

The guidance below provides specific instructions regarding each of the reporting columns to aid Lead Providers in reporting data during 2015. A similar process is likely to be followed in 2016.

STP Lead Providers are required to report information to the Ministry and TEC as defined within the relevant schedules of the 2015 Funding Agreement. This includes enrolment and performance requirement progress as at March, July (mid-year) and December (end-year).

Each reporting period is defined within the Reporting Template by colour: please note that previous columns must be completed for new students joining the programme in each period:

March Reporting – Period 1 January – 2 March

Lead Providers must report data for all students enrolled in their STP programme¹ as at 2 March 2015.

Data should be provided for the columns A to column N

Report required by MOE/TEC on Tuesday 10th March

July reporting (Mid-Year) Period 1 January – 3 July

Lead Providers must report data for all students enrolled in their STP programme from 1 January - 3 July 2015
Data should be provided for the columns A to column R - adding data to what was provided in March including any new students joining the programme after 2 March 2015.

Report required by MOE/TEC on Friday 17th July

December Reporting (End-Year) Period 4 July – 18 December (collated year report)

Lead Providers must report data for all students enrolled in their STP programme from 1 January -18 December 2015
Data should be provided for the columns A to column V - adding data to what was provided in March/July including any new students joining the programme after 3 July 2015. (Attendance rates and Destination data should be updated as applicable)

Report required by MOE/TEC on Thursday 24th December

¹ Those STPs acting as a partner to another STP (i.e. providing the tertiary learning services), should not report those students. These students must be reported by the Lead Provider only.

Column Data Explanation

| Column Title | Explanation |
|---|--|
| STP Name | the name of the Secondary-Tertiary Programme (Trades Academy). This will be the same for all students from your STP. This column should not include Student names. |
| Student NSN | the enrolled student's National Student Number (NSN), made up of 9 digits. More information. |
| School ID | the enrolled student's secondary school ID or Edumis number (the school which the student is enrolled in at the reporting date). A full list of secondary school IDs can be found via the Schools Directory on the Education Counts website . The Schools Directory can be found on the right hand side of the page, within the excel spreadsheet included the school ID can be found in column A. Alternatively, the most recent directory data can be found on the third sheet of the spreadsheet) |
| School Name | the enrolled student's secondary school name (the school which the student is enrolled in at the reporting date). This value will be populated automatically after entering the School ID (to enable checks). |
| Gender | the gender of the enrolled student, either Male or Female. |
| Ethnicity | the <u>primary</u> ethnicity of the enrolled student, either Māori, Pākehā, Pasifika or Other. Pākehā includes students descending from a European background (i.e. includes American/Australians/South Africans etc) In the event a student indicates dual ethnicities: <ul style="list-style-type: none"> • Māori should be chosen over Pākehā, Pasifika or Other • Pasifika should be chosen over Pākehā or Other • Pākehā should be chosen over Other |
| Year Level | the enrolled student's year level for the calendar year. Any Year 14 students should be reported accordingly. |
| Special Needs | those enrolled students with special needs at the reporting date. Special Needs are defined in the qualitative reporting information detailed in the section below. |
| Year First Enrolled | the enrolled student's first year in any STP/TA, i.e. this could include another STP where student transfers to your STP. It is expected most students will be reported as either 2014 or 2015. |
| Vocational Pathway (and Trades/Non-Trades where applicable) | the Vocational Pathway (where an award may be achieved) of the STP programme enrolled in (this aligns with data provided within the programme plans). If multiple pathway awards are achievable, Lead Providers should use their best judgement in selecting one (i.e. selecting the primary VP delivered). For programmes delivered in the Services, Social and Creative sectors, the provider should also indicate if the programmes are Trades or Non-Trades (this data will be used to further assess the accuracy of funding agreements). One of the following options must be selected for each student (further descriptions provided in the brackets): <ul style="list-style-type: none"> • Construction: Construction and Infrastructure Vocational Pathway (All Trades) • Creative – Trades: Creative Industries Vocational Pathway in Trades (e.g. Māori Arts including carving/construction element) • Creative – Non-Trades: Creative Industries Vocational Pathway in Non-Trades (e.g. Visual Arts, Performing Arts/Fashion) • Manufacturing: Manufacturing and Technology Vocational Pathway (All Trades) • Primary: Primary Industries Vocational Pathway (All Trades) • Services – Trades: Services Industries Vocational Pathway in Trades (e.g. Hospitality with Catering/Cooking, Hair and Beauty) • Services – Non-Trades: Services Industries Vocational Pathway in Non-Trades (e.g. Hospitality with Tourism, Retail, Business & Administration, Recreation/Health and Fitness) • Social: Social and Community Services (All Non-Trades) <p>This data replaces the NZQA Course Code reported in 2014. No code data is required.</p> |
| Tertiary Partner ID | the enrolled student's tertiary provider ID or Edumis number. Please note, this is only required from Lead Providers who outsource their tertiary delivery to another partner provider. A full list of tertiary provider IDs can be found via the Tertiary Provider Directory on the Education Counts website . The Tertiary Directory can be found on the right hand side of the page, within the excel spreadsheet included the tertiary ID can be found in column A. Alternatively, the most recent directory data can be found on the third sheet of the spreadsheet) <p>If the student has multiple tertiary partners, please enter the primary tertiary partner in the field provided and enter the name of any further partners in the comment field (column W). It is</p> |

| | |
|-----------------------------------|--|
| | <p>expected multiple tertiary partner providers would be an exception (and hence, further columns to record this data have not been provided).</p> <p>If the provider is not a tertiary education organisation, please list the provider name in the comment field in column W.</p> |
| Tertiary Partner Name | <p>the enrolled student's tertiary partner name (the tertiary provider which the student is undertaking their tertiary learning studies at the reporting date). This value will be populated automatically after entering the Tertiary provider ID (to enable checks).</p> <p>If the provider is not a tertiary education organisation, please list the provider name in the comment field in column W.</p> |
| Tertiary Component FTE | <p>the total FTE for the Tertiary Component of the programme, for example 0.2 FTE for a 1 day tertiary a week model. Only required if your programme has a split delivery model (e.g. a 1 and 2 day tertiary model within the programme). This will largely align with your Funding Agreement programme FTE splits.</p> |
| STP/TA Programme Length | <p>the length (years) of the STP/TA programme in which the student is enrolled.</p> |
| Attendance Rate | <p>indicating if the student has achieved (Yes or No) an attendance rate of 80% or above at the time of reporting. For further information regarding attendance definitions, refer to the qualitative reporting information detailed in the section below.</p> |
| Completed STP/TA Programme | <p>indicating (Yes or No) if an enrolled student has completed (and therefore exited) the STP programme.</p> |
| Exited STP/TA Programme | <p>indicating (Yes or No) if an enrolled student has exited the STP programme (if a student has completed the course this should also be marked as Exited).</p> |
| Destination Outcomes | <p>identifying the destination outcome of enrolled students who have either exited or completed the STP/TA programme. One of six destination options should be used:</p> <ul style="list-style-type: none"> • Employment (excluding Apprenticeships) – any employment which is not deemed an apprenticeship. • Apprenticeship – work experience employment specific defined as a work experience or apprenticeship. • Other Tertiary Study – another STP programme, or a full time Tertiary programme, e.g. via a University, ITP, Wananga or PTE. • Returned to school – returned to their enrolling school, and now deemed to be a regular roll student. • Left New Zealand. • Left region (and unable to be re-enrolled in another programme) – should be used in the last instance, if the actual destination of the student (for example returning to school) after moving is not known and can't be identified. • Other – destination is not known, e.g. left school/STP due to reasons not defined above (i.e. disciplinary reasons), NEET. <p>Where the destination of a student is not known, e.g. they have completed/exited the programme at the year end, Lead Providers should use best judgement, but as a default position, if the student completed their year's tertiary programme before the end of the school year and returned to school, 'Returned to School' should be used. The ideal would be to list the indicative future destination (i.e. where they will be in 2016).</p> <p>If a multi-year programme student completes the first year of the programme but it is known they will not return next year, the student should be reported as 'Exited – YES' and 'Completed – NO', i.e. they have not completed the full programme but are known to have exited. Lead Providers should use best judgement, but a destination must be recorded.</p> <p>Alternatively if it is known a multi-year programme student will return, the Completed/Exited columns should be both listed as 'No' – i.e. they have not yet completed/exited the programme and therefore a destination outcome does not need to be provided.</p> |
| Maximum NCEA L2 Credits Available | <p>This relates specifically to the tertiary component of the STP and refers to the maximum number of NCEA L2 credits available from the programme offered/course enrolled in for the calendar year. (i.e. the number of Vocational Pathways credits (unit standards)/credits within a National Certificate or credits (unit standards) included as opposed to credits in a local qualification). The following guidance is provided based on model delivery:</p> |

| | |
|--------------------------|--|
| | <ul style="list-style-type: none"> • Full Time Tertiary – Tertiary Lead providers should report on all NCEA credits available for each student based on full time programme. • Full Time School – Unless the Tertiary Component of the programme is defined, school Lead Providers should report based on all NCEA credits available for each student. • Mixed Model – Lead Providers should report the NCEA L2 credits available from the tertiary component of the enrolled students programme (i.e. the learning component of the programme completed at a Tertiary provider 1-2 days per week). <p>Lead Providers should account for NCEA L1 or L3 credits if those credits contribute to the attainment of NCEA L2. Lead Providers are expected to use their best judgement with regards to these credits, based on an effective relationship with the participating secondary school.</p> |
| NCEA L2 Credits Achieved | <p>This relates specifically to the tertiary component of the STP and refers to the total number of NCEA L2 credits achieved within the programme offered/course enrolled in for the calendar year. (i.e. the inclusion of Vocational Pathways credits (unit standards)/credits within a National Certificate or credits (unit standards) included in a local qualification). The following guidance is provided based on model delivery:</p> <ul style="list-style-type: none"> • Full Time Tertiary – Tertiary Lead providers should report on all NCEA credits achieved for each student based on full time programme. • Full Time School – Unless the Tertiary Component of the programme is defined, school Lead Providers should report based on all NCEA credits achieved for each student. • Mixed Model – Lead Providers should report the NCEA L2 credits achieved from the tertiary component of the enrolled students programme (i.e. the learning component of the programme completed at a tertiary provider 1-2 days per week). <p>Lead Providers should account for NCEA L1 or L3 credits if those credits contribute to the attainment of NCEA L2. For example, L1 Lit/Num credits or L3 credits which may contribute to NCEA L2 attainment. Lead Providers are expected to use their best judgement with regards to these credits, based on an effective relationship with the participating secondary school.</p> <p>Where necessary, we recommend that Lead Providers utilise an additional column at the end of the report template to add comments as necessary.</p> |
| Tertiary Quals Achieved | <p>The total number of NZQF National² Certificate or local tertiary qualifications achieved during the calendar year. This column should be filled with the total number of qualifications achieved, i.e. if no qualifications were achieved the cell should be entered with 0. Past years qualification should not be included.</p> |
| Highest Tertiary Qual | <p>The highest NZQF National Certificate or local tertiary qualification achieved during the calendar year. The column should be filled with the highest level, i.e. if a student had achieved more than 1 qualification in Level 1 and Level 2, the highest qualification in 2015 would be 2. Past years qualification should not be included.</p> |

² This may include 'New Zealand Certificates' which over time will be replacing 'National Certificates', further information can be found [here](#).

Qualitative Reporting Supporting Information

a) Special Needs Reporting

The table below identifies special needs students according to their level of need.

| | |
|--|--|
| Learners working at or above the curriculum level for their age | <ul style="list-style-type: none"> - Learners who need teaching adaptations and/or need individualised support to access the curriculum and achieve at or above the curriculum level. - Learners may use Braille or New Zealand Sign Language to access the curriculum or they may use assistive equipment and need the classroom adapted to support their learning. - These learners are likely to have access to a range of special education services and resources. |
| Learners working at level one of the curriculum for most (possibly all) of their schooling | <ul style="list-style-type: none"> - Learners are likely to have Individualised Education Plans (IEPs) or similar plans and work within level one of the curriculum throughout their time at school. - These learners are likely to have access to Ongoing Resourcing Scheme (ORS) or extended Resource Teachers, Learning and Behaviour (RTLb). |
| Learners struggling to work at the curriculum level for their age | <ul style="list-style-type: none"> - Learners who need effective teaching and accelerated teaching programmes to access the curriculum and achieve at the curriculum level for their age. - These learners are likely to need short term access to some special education services and resources. |

b) Funded / Unfunded Places

- i. **Funded Place:** a student who is participating in a STP/Trades Academy programme and who is funded via STP funding.
- ii. **Unfunded (Not Funded) Place:** a student who is participating in an STP/Trades Academy programme and who is not being funded via STP funding directly from the MOE or TEC. The student is supported by another funding source and participating under an arrangement between the tertiary provider and school.

c) Lead Provider Responsibilities for Reporting in 2015

STP reporting for 2015 is only required for those students enrolled in the STP for which the Lead Provider is responsible and receiving funding directly from either the MOE or TEC.

i. **Funded Students**

- STP Lead Providers receiving funding directly from either the MOE or TEC must report on all students funded from their STP allocation.
- Lead Providers providing services to another STP Lead Provider (and receiving funding via the other STP) should not report the students funded by the other STP. The students will be reported by the students' Lead Provider.

ii. **Unfunded Students**

- Unfunded students (including students funded from another source e.g. STAR funding) should be reported in a separate template file (using the same template provided) based on the same timescales as noted above.
- TEO-based Lead Providers should report students who are not STP funded students as above. Entries will be checked against the entries recorded in the SDR (according to the relevant funding codes).
- School-based Lead Providers who enrol unfunded STP students should also report these students, although data will not be validated against school return data (as these students will be reported as regular students in the school roll returns).

d) Funded and Unfunded Students: Lead Provider Responsibilities for Third Party Providers

School-based Lead Providers (as applicable) should ensure that all third party tertiary providers are aware of: a) the funding source of each of the students and b) their requirement to report to the TEC via the Single Data Return (SDR). All STP/TA students participating in a programme must be reported by tertiary providers using either Code 24 (STP funded), Code 5 (STAR funded) or Code 12 (other funding). Tertiary providers should liaise directly with the TEC (their investment manager) if they have any queries.

To aid reporting, it is recommended clear requirements are set out in the MOU's you hold with the tertiary partner organisations. If deemed necessary (at your discretion), the Reporting Worksheet template can be shared with partners to aid reporting data collection.

e) Attendance

Reporting should reflect the justified / unjustified codes utilised in Student Management Systems used by schools (further information can be found [here](#), with the particular code listing and descriptions available [here](#)).

i. Non-attendance

Would include: sickness and unexplained absences.

ii. Relevant justified absences

Would include: road closures, extreme weather and bus breakdowns.

Other justified absences may include significant school events (regional sports events/extended field trips/school camps etc), school wide/external examinations.

In future it is suggested that Lead Providers plan with participating schools around foreseeable events, to ensure TA/STP courses are not affected. This could be done, for example, by forming an agreement between all the participating schools to create a moratorium on certain days of the week for significant school-related events.

However, for 2015 reporting, these activities should be treated as relevant justified absences and therefore not treated as non-attendance.