



Mixed settings secondary-tertiary learning agreement guide

This document provides a suggested template for a flexible partnership agreement that also includes an individualised learning programme.

Perspectives of the learner, family and whānau should be included alongside those of the providers.

It is helpful to use this document alongside the available guidance for flexible partnerships. Here is a link: **A practical guide to strengthening flexible partnerships and pathways at NCEA Level 3 (3+2 approaches)** at <http://www.youthguarantee.net.nz/resources/>



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1. Individual Learning Programme agreement

<p>This individual Learning Programme Agreement (LPA) is an agreement between the learner and their family/whānau, with the school and other education or training partners.</p> <p><i>The partnership needs to agree to one person from the partnership becoming the 'Person Responsible'. The Person Responsible will manage the individual Learning Programme Agreement (LPA) and provide a simple report on the content of the programme of learning, agreed time allocations, achievement and possible next steps to all the partners at completion. (For further advice on Reporting requirements see Section 5)</i></p>
<p>Learner name is: (Add phone number, email address and address)</p>
<p>Student NSN number is:</p>
<p>School provider name is: (Add name of responsible dean/other, phone number, email address and address)</p>
<p>Industry training provider name is: (Add name of responsible field officer, phone number, email address and address)</p>
<p>Tertiary provider name is: (Add name of responsible tutor, phone number, email address and address)</p>
<p>Employer name is: (Add name of responsible person, phone number, email address and address)</p>
<p>Parent, family, whānau contact person is: (Add contact name, phone number, email address and address)</p>
<p>Self identified ethnicity is:</p>
<p>Iwi affiliation is:</p>
<p>Pacific affiliation is:</p>

2. Time agreements:

School time *(with Fulltime Equivalent eg 0.6 FTE)*

(Add agreed number of days per week, terms or other blocks. Noting these will support part-time funding decisions)

Industry training and/or Tertiary provider time *(with Fulltime Equivalent eg 0.4 FTE)*

(Add agreed number of days per week, terms or other blocks. Noting these as percentages will support part-time funding decisions)

3. Learning programme content:

Partners will:

- *co-plan, produce and deliver an engaging, relevant and enjoyable learning programme that supports the learner's interests and intended pathway,*
- *connect the different aspects into a coherent experience for the learner throughout the programme delivery,*
- *ensure it provides progression opportunities for the learner to relevant New Zealand qualifications.*

Learner's Vocational Pathway and other goals

(Interviews with the learner and family/whānau at the beginning of this process will decide the programme goals to support the learner's future vocational / study / training direction)

Ensure an agreed vocational direction is recorded here.

Planned and agreed school and industry training and/or tertiary partner contributions

(Identify each partner's contribution to the learning programme, and ensure programme design supports the perspectives of learner and family/whānau and the learner's vocational direction)

Ensure the Learning programme is coherent, contextualised and relevant, and supports progression towards the agreed vocational and study direction.

- 1. School contribution to the learning programme:**
- 2. Industry training contribution to the learning programme:**
- 3. Tertiary contribution to the learning programme:**

Learner comments:

My learning programme experience during the year. (Use notes taken from regular discussions during the year with the learner)

APRIL

JULY

SEPTEMBER

4. Support Required:

Support each learner:

In discussion with the learner and family/whānau, outline any pastoral, academic, health, cultural, special needs, sporting or practical requirements that need to be considered.

NB: *The health and safety of the learner is the responsibility of the provider for the portion of time the learner is in their care. See links <https://www.sitesafe.org.nz/>*

<http://www.education.govt.nz/ministry-of-education/specific-initiatives/health-and-safety/>

Consideration of eligibility for participation in secondary schools sport events may be required

<http://www.nzsssc.org.nz/events-1/eligibility-regulations>

APRIL

JULY

SEPTEMBER

5. Completion Statements and Reporting:

Reporting:

The agreed 'Person Responsible'¹ within the partnership shall ensure the development and recording of the Learning Programme is completed in discussion with the learner and family/ whānau and all education partners

The 'Person Responsible' will ensure the Learning Programme Agreement and any reports produced as a result of the programme, are delivered to the learner and family/whānau and to all partners.

¹ The partnership needs to agree to one person from the partnership becoming the 'Person Responsible'. The Person Responsible will manage the individual Learning Programme Agreement (LPA) and provide a simple report on the content of the programme of learning, agreed time allocations, achievement and possible next steps to all the partners at completion. (See section 1)

Reporting credits:

The 'Person Responsible' will ensure the learner and their family/whānau are kept informed at regular intervals as the learner's credits are earned and attained, and when qualifications are achieved.

The New Zealand Qualifications Authority (NZQA):

- *will provide advice on Memoranda of Understanding (MoU) between any school and Tertiary Education Organisation (TEO) under any Flexible Partnership (3+2) Arrangement*
- *recommends that where there is an existing MoU between schools and TEOs that covers arrangements for reporting credits (for example Gateway and STAR), the same arrangements should be applied to this Flexible Partnership (3+2) Agreement, as long as the other recommendations implied in this agreement are also met.*

NZQA expects each TEO to:

- *deliver and assess the tertiary related learning*
- *ensure that student tertiary results are accurately reported to NZQA as per the consent and moderation requirements for the assessment standards*
- *notify the school of the assessment standard results (credits) in a timely way, for example at the end of each course / term*
- *engage in national external moderation as required*
- *continue to report all course completions through the normal Single Data Return (SDR) reporting.*

NZQA expects each school to:

- *deliver and assess the school related learning*
- *ensure that student school results are accurately reported to NZQA by the agreed dates to ensure reporting is covered by the flat rate NCEA fee*
- *engage in national external moderation as required.*

In a Flexible Partnership (3+2) Agreement it is expected the school would also notify the tertiary provider of the successful assessment standard results (credits) at regular intervals, for example at the end of each term.

Record of qualifications achieved:

e.g. NCEA L3 with progress towards or partial completion of an industry qualification e.g. Level 4 NZ Certificate, Level 5 Diploma.

Recognition of employability skills, personal competencies and achievement

At the completion of the Learning Programme the 'Person Responsible' will develop a simple letter that highlights:

- *employability skills developed during the programme*
- *other competencies developed during the programme*
- *evidence of credits attained, and qualifications (whole or part) achieved*
- *evidence of progress towards any other agreed learning goals.*

A copy of this letter is to be sent to all parties.

6. Next step agreements:

Identify learner's steps and goals for next year:

Examples

- *What next steps and goals are identified by the learner?*
- *Is there a new (or ongoing) employment agreement in place e.g. employment including an apprenticeship or cadetship?*
- *Is there a commitment to start a tertiary qualification next year - such as a Level 4 NZ certificate, Level 6 diploma or Level 7 degree*
- *Have any specific skill or knowledge gaps been identified during the Learning Programme that need working on next year?*

7. Agreement signatures:

Learner signature:

Parent, family, whānau signature:

School person responsible signature:

Industry training or tertiary person responsible signature:



Lifting aspiration and raising educational
achievement **for every New Zealander**